DENISON

CATALOG
2012 • 2013

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The University complies with requirements of Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967 as amended, the Rehabilitation Act of 1973, Title IX of the Educational Amendments Act of 1972, the Veterans Readjustment Act of 1974, the Americans with Disabilities Act of 1990, and all other applicable federal, state and local statutes, ordinances and regulations.

Please Note

The policies and practices outlined in this publication may be revised, revoked or supplemented at the discretion of the University subject to reasonable time notifications. They are in no way to be considered contractual obligations.

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History and Purposes

Denison: A Rich History

Denison holds a storied place in American higher education. Among the earliest colleges to be established in the original "Northwest Territory" beyond the Allegheny Mountains and north of the Ohio River, it held its first classes during the presidency of Andrew Jackson. Its founders were ambitious frontier people, determined to nurture leadership for education, commerce, religion, and government. For their initial guidance, they turned to graduates of Brown University in Rhode Island, which had a history of preparing clergy in the Baptist tradition for service in the West. First called the Granville Literary and Theological Institution, it soon took the name Granville College, and, in the mid-1850s, Denison University, in honor of a key benefactor.

The college's early fortunes rose and fell with the leading developments of the young American nation: the canal and railroad booms, westward expansion, sectionalism and civil war. Students, professors, and graduates alike were deeply engaged with the central issues of their times. Many were committed to anti-slavery activism. Others took an early interest in women's education, providing encouragement for not one, but two women's colleges in Granville. By the end of the Civil War, women were joining men in Denison classes, and at the turn of the century, adjacent Shepardson College for Women was physically integrated into Denison. The early curriculum was broad and demanding: classical languages, English grammar, rhetoric, mathematics, history and geography, philosophy and theology, and, especially following the Darwinian revolution of the mid-nineteenth century, natural sciences.

Well before it reached its first centennial, Denison had gained a reputation for attracting outstanding professors and college leaders, sending a number on to advance higher education across the country. William Rainey Harper, founding president of the University of Chicago, held one of his first professorships at Denison. Clarence Luther Herrick, later president of the University of New Mexico, served Denison as Professor of Geology and Natural History and initiated an innovative scholarly journal *Bulletin of the Scientific Laboratories of Denison University*, in 1885. Denison president E. Benjamin Andrews subsequently led Brown University and served as chancellor of the University of Nebraska. President Daniel Purinton took leadership of West Virginia University. The growing academic reputation of Denison briefly encouraged the faculty and Trustees to offer graduate degrees, but by the early twentieth century it was clear that the strength of the institution was in high-quality undergraduate instruction, and the title "university" was retained primarily for historical reasons.

Focus upon leadership in undergraduate education and commitment to the residential principle led the college to develop concrete plans for the physical expansion of the campus and measured growth, with the college reaching its present size of about 2,100 students by 1970. In 1916, the famed landscape architectural firm of Frederick Law Olmsted Sons, whose founder was the designer of New York City's Central Park, some of the great Chicago lakefront parks, and a number of distinguished college campuses, produced an innovative design for Denison. The "Olmsted Plan" has remained the touchstone for the continuing development of the Denison campus, locating academic halls on the center of the College Hill, placing residential halls on the east and west wings of the ridge, and arranging buildings in quadrangles, sometimes leaving one side open to take advantage of the views across the hills and valleys north and south. The plan also posited a pedestrian-friendly campus which encouraged the chance meetings and casual conversations among both students and faculty that advance learning and friendship. Denison's Reese~Shackelford Common (completed 2003) fulfills this plan, creating an open quadrangle flanked by the state-of-the-art Samson Talbot Hall of Biological Science and the Burton D. Morgan Center, housing programs promoting connections between a Denison education and the world beyond college. The campus's latest residence halls are all of apartment style, allowing students to progress during their four years from traditional double rooms through suites and singles and apartments with kitchens. Residentiality is a key component of a Denison education, creating a four-year on-campus living and learning experience for the students.

In 2008, Denison completed an ambitious comprehensive financial campaign, raising nearly $178 million from alumni, foundations, and friends of the college. These resources permitted the college to add sixteen new endowed professorships, increase resources for student scholarships and financial aid, endow student research programs and faculty professional development, invest in student life opportunities, and ensure that Denison's hilltop campus remains one of the most beautiful and well-equipped in the nation. In 2009, Denison celebrated the opening of the Bryant Arts Center, a contemporary 45,000 square foot facility for studio art and art history that has been built within and alongside the classical walls of a century old building and that has earned a LEED Gold environmental sustainability rating from the US Green Building Council. A major renovation and expansion of Ebaugh Chemistry and Biochemistry Laboratories opened in August 2011. Exceptional alumni financial support is underwriting a new aquatics center and a major expansion and renovation of Denison's athletics and recreation facilities, which will open in stages in 2012 and 2013.

Today's Denison, a recognized leader among 21st century American liberal arts colleges, builds upon all of these founding traditions. A non-sectarian institution independent of any denominational affiliation since the 1960s, Denison actively seeks outstanding students from across the country and around the world. Denison offers a rich and deep education in the natural sciences, humanities, social sciences, and fine arts and extraordinary campus leadership opportunities aimed at preparing graduates who will make a difference in their communities, their country, and the world. A pioneer in the creation of an interdisciplinary curriculum in Environmental Studies, Denison enters 2012 with a full commitment to promoting individual and institutional environmental sustainability. The college is a signatory to both the American College and University Presidents' Climate Commitments and the international Talloires Declaration for a Sustainable Future.

President Dale T. Knobel May, 2012

Denison: Character, Philosophy and Mission

As a residential undergraduate liberal arts college, Denison is among those places that have been called "distinctively American" in their contribution to higher education worldwide. In fact, it is one of a select number of institutions that today define the type. Confident in the distinction of its graduates and advantaged by unusual resources, Denison has pointedly resisted the tendency in higher education to add layers of graduate degrees, professional schools, and service functions beyond the scope of baccalaureate education of the highest order. Entering its 182nd year, Denison has maintained a fully residential campus based upon the well-tested premise that learning flourishes in community.

Denison selectively admits successful, confident, and motivated students who seek to take advantage of highly participatory learning within classroom, laboratory, and studio and who expect to learn and grow through their investment in the challenges and opportunities of college life. The college attracts matriculants from across the country and more than three dozen nations. Denison engages students with outstanding professors in small classes that encourage men and women to take a high degree of personal responsibility for learning. Students pursue a major field of study selected from thirty-nine areas offered by twenty-eight disciplinary departments and interdisciplinary programs in the divisions of Natural Science, Humanities, Social Science, and Fine Arts as well as complete a sequence of General Education and a personalized curriculum of electives from across the college. A Denison education is not just for a living but for a life. Denison graduates are educated to be curious, resourceful, and reflective. They are expected to begin a life of learning at Denison, not complete it. They are well prepared for the rapidly changing world of the 21st century.

Nothing defines a Denison education more than the mutually-enriching relationships that develop between students and faculty. The heart of the college is a full-time faculty of over 220 professors. These men and women, who hold the most advanced degrees in their fields, are selected on the basis of pedagogical and scholarly ability and are encouraged to be innovative teachers whose continuing growth in their discipline through active scholarship allows them to be among the best at their craft. They look forward to the challenge and stimulation of their students even as they seek to draw the best efforts from them. Many Denison students come to regard professors as personal mentors, who frequently oversee students' independent scholarly projects.

At Denison, men and women learn and grow in community, and the residential character of the campus is more than a convenience but a way of engaging the full student body in a shared enterprise. The college actively seeks academically superior students who bring diverse talents, interests, backgrounds, and experiences, believing that out of the classroom as well as within, learning takes place by sharing, questioning, and growing together. Denison students have unusual opportunities to participate in the arts, in athletics and re-creation, in service to others beyond the campus, in student organizational life, and in campus governance.

The goals of the college are spelled out clearly in an up-to-date "Mission Statement":

Our purpose is to inspire and educate our students to become autonomous thinkers, discerning moral agents and active citizens of a democratic society. Through an emphasis on active learning, we engage students in the liberal arts, which fosters self-determination and demonstrates the transformative power of education. We envision our students' lives as based upon rational choice, a firm belief in human dignity and compassion unlimited by cultural, racial, sexual, religious or economic barriers, and directed toward an engagement with the central issues of our time.

This mission statement is supported by the following guiding principles:

Our curriculum balances breadth with depth, building academic specialization upon a liberal arts foundation in the arts, the sciences, the social sciences and the humanities. Responsive to new ways of learning, we continue to develop interdisciplinary integration of the many forms of knowledge. While our students pursue specialized learning in their chosen majors, they also develop the framework for an integrated intellectual life, spiritually and morally informed.

Our faculty is committed to undergraduate education. As teacher-scholar-advisoes, their principal responsibility is effective teaching informed by the best scholarship. Faculty members place a priority on close interaction with students, interactive learning, and partnerships with students in original research. Our low student/faculty ratio allows for close supervision of independent research and collaborative work in small groups and classes.

We seek to ensure an ever-broader range of racial, ethnic, international and socioeconomic backgrounds in a student body of about 2,000 students. We offer different kinds of financial aid to meet the different needs of our students.

The focus of student life at Denison is a concern for the whole person. The University provides a living-learning environment sensitive to individual needs yet grounded in a concern for community, in which the principles of human dignity and ethical integrity are paramount. Students engage in a wide range of co-curricular activities that address the multidimensional character of their intellectual and personal journey.

Denison is a community in which individuals respect one another and their environment. Each member of the community possesses a full range of rights and responsibilities. Foremost among these is a commitment to treat each other and the environment with mutual respect, tolerance, and civility.

Denison occupies an arresting 900-acre campus, the heart of it perched upon College Hill overlooking the historic (1805) town of Granville. There are some 75 campus buildings conveniently arranged among the college's hills and valleys, none of them more than a ten-minute walk from the campus center. They range from historic houses that predate Denison's founding in 1831 to substantial Victorian Italianate structures of the late nineteenth century, handsome twentieth century red brick neo-Georgian classroom and residence buildings, and state-of-the-art modern laboratories that artfully blend contemporary design with the college's signature brick and slate. The contours of the College Hill ridge form a natural bowl into which nestle some the college's principal athletic facilities: Deeds Field, Livingston Gymnasium, and the Mitchell Center fieldhouse. Beyond lie expansive playing and practice fields, Denison's 550-acre Biological Reserve with its Polly Anderson Field Laboratory, and the Homestead, a residential community of students living symbiotically with the land. Granville is a scenic college town located in the Greater Columbus region of more than 1.75 million residents, 15 miles east of the Columbus city limits and 20 miles from the international airport. It is adjacent to the city of Newark which, with its surrounding communities, provides everyday amenities for an area population of about 75,000.

*Vol. 28, Number 1, Proceedings of the American Academy of Arts and Sciences (1999)

President Dale T. Knobel August, 2004

The Value of Diversity to a Liberal Arts Education at Denison

Denison is committed to the idea that our community should include people from a wide variety of religious, cultural, ethnic, racial, gender, sexual orientation and socio-economic backgrounds in order to realize the goals of a liberal arts education. Denison University's commitment to foster a diverse community is central to our mission as a liberal arts college to educate critical thinkers, discerning moral agents and active citizens of a democratic, global society. Through our pedagogies we set out to realize the transformative power of education. Engagement with and challenge from multiple, differing perspectives are incubators of critical thinking and social responsibility. Students must learn to question the truth of all assertions, no matter how apparently obvious or widely held. The lesson that even one's own most cherished beliefs cannot be immune to questioning is crucial. A classroom marked by homogeneity of experience is one where such a lesson cannot be easily grasped. While we are committed to multiple forms of diversity, we also recognize that the dynamics of race play a central role in shaping individual and collective experience in the United States. It is important to the realization of our educational goals not only that students have opportunities to speak about racial, ethnic, and other differences, but that they also get a chance to speak across these differences. This can only happen if there is diversity in the classroom and, more generally, in the college. Diversity in all facets of the university has educational value for all students and benefits all members of the campus community. Diversity plays a particularly important role at Denison. In this college, where classes are small and highly participatory, where a fully residential campus places students constantly together in living as well as learning, and where a multiplicity of campus-based opportunities in student organizational life, athletics and recreation, and social service allow students to share personal growth experiences, diversity of background and experience is shared first-hand.

(Adopted by the Faculty Oct. 5, 2006.)

Mission Statement on Campus Sustainability

The mission of Denison University is "to inspire and educate students to become autonomous thinkers, discerning moral agents, and active citizens of a democratic society." As critical thinkers, we acknowledge the evidence that climate, air and water quality, and natural resource availability are changing on a global scale in ways that adversely affect the ecology of the planet and human welfare. As moral agents, we recognize that the College and all individuals who are part of the Denison community share responsibility in contributing to environmental change by reducing both resource consumption and the production of waste. As active citizens, individually and institutionally, we are committed to playing a leadership role in advancing a sustainable future for our world. We will do this by example, reducing the environmental impact of the College through the use of sustainable practices, and through education and research, advancing society's knowledge and commitment to sustainable practices. More specifically, Denison University and all members of the Denison community are committed to reducing resource consumption and waste production with the goal of approaching carbon neutrality. We will assess the environmental impact of the activities and resources needed to fulfill the mission of the College and 1) seek sustainable options for meeting those needs, 2) make the best use of resources and reuse or recycle them when possible, 3) dispose of waste in ways that reduce the negative impact, and 4) take into consideration the life cycle and environmental impact of materials and products purchased by the College. Moreover, we will endeavor to advance the knowledge base that will enable us to protect and preserve the earth's resources.

(Adopted by the Faculty Dec. 4, 2008)

Accreditation and Recognition

Denison is accredited by the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools, which was formed in 1913. NCA is located at 30 North LaSalle St., Chicago, Ill. 60602 (Ph. 312-263-0456). Denison is certified by the Ohio Board of Regents to grant three degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts.

Denison's program in chemistry, page 57 is accredited by the American Chemical Society.

Denison's pre-medical program is recognized by all medical schools accredited by the Association of American Medical Colleges.

The American Medical Association recognizes Athletic Training as an Allied Health Profession. The Denison University Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Interested students may also refer to the Denison University ATEP Web site for admission information: www.denison.edu/phed/ATEPAdmission.html.

Denison is a member of the National Association of Independent Colleges and Universities, the Great Lakes Colleges Association, the Association of American Colleges and Universities, the Association of Independent Colleges and Universities of Ohio, and several additional national and state associations. The college participates in the North Coast Athletic Conference of NCAA Division III.

Housing and Residential Life

Denison is a residential college. A substantive residential experience enhances academic achievement, personal growth, and the development of a strong campus community, all of which are hallmarks of a Denison education.

Denison is committed to its residential identity and to the many benefits that stem from the relationships, activities, and programs available to students in the residence halls. An integral component of each student's Denison experience for four years, residential living provides important opportunities for students to learn about others as well as themselves, develop interpersonal skills, and take responsibility for their immediate community. This is an ideal complement to the learning that occurs in our classrooms, laboratories, and studios.

Denison at a Glance

Type of College: Coeducational, residential, four-year independent college of liberal arts and sciences

Founded: 1831

Location: Granville, Ohio, 27 miles east of downtown Columbus

Campus size: 900 acres, including a 500-acre Biological Reserve

Academic year: Semester system

Courses of study: 44

Summer Scholar Program: 120 students

Optional Denison Internship Program: Internships and travel seminars

Degrees offered: B.A., B.S., B.F.A.

Phi Beta Kappa chapter: Established 1910

Average class size: 19; Student/teacher ratio: 10:1

Full-time tenured and tenure-track faculty: 211

Total undergraduates: 2,160

Total alumni: 30,917

Endowment and similar funds: $667,000,000

The Academic Program

An Overview

The concept of liberal arts embodies certain fundamental goals, among them breadth, depth, independent thinking, and rational and humane self-determination. Denison's curriculum provides the means by which these characteristics are deliberately nurtured in our students. Our commitment to a liberal arts education is expressed in the form of General, Major, and Elective requirements. Students should anticipate that their curricular experience will be divided nearly equally among these three spheres. They work closely with their advisors to fulfill these requirements in ways that meet students' objectives, enable purposeful choices of programs and courses, and facilitate a coherent preparation for becoming a creative and engaged citizen in the twenty-first century.

General Education: The General Education Program is designed to provide intellectual breadth, through experience with a variety of disciplines and appreciation for the diversity of human culture. This program requires broad exposure to various fields and development of essential abilities: listening, reading, and observing; reasoning critically and quantitatively; and expressing ideas convincingly in oral discourse as well as the written word. Approximately one-third of the curriculum is reserved for General Education.

Academic Major: The Academic Major promotes discipline of thought and depth of understanding as it is articulated within a specific field. Within the Major, students are held accountable for discovering the evolving questions within the field and the prevailing methods that lead to greater understanding. Practice within their chosen discipline will constitute about a third of students' coursework as they develop an appreciation for the culture and content of their academic home.

Electives: Electives require further breadth of inquiry and provide further opportunities for students to individually design their curricular choices. In consultation with their academic advisors, students choose about one-third of their courses as electives. These choices may be a mix of structured options, such as a concentration or a semester of off-campus study, or they may be more flexible reflections of personal interest.

With careful planning, General Education, the Academic Major, and Electives blend into a coherent and meaningful educational experience. These three spheres provide breadth, depth, and flexibility in a liberal arts education nurturing independence in thought, rationality, and a capacity for humane self-determination.

Degrees Offered and Graduation Requirements

Denison University offers Bachelor of Arts (BA), Bachelor of Science (BS), and Bachelor of Fine Arts (BFA) degrees. To be a candidate for a Denison degree, a student must do the following:

Fulfill the General Education requirements;

Major in some area - either in a department, a program, or an individually-designed area;

Earn 127 semester hours of credit.

A student earning a BA degree may have no more than 56 hours from the major field (14 courses) count toward the 127 hours required for graduation. Required cognates would not be included in this "56 Hour" rule. Interdepartmental BA degrees may require no more than 68 hours (17 courses).

Earn a cumulative grade-point average of at least 2.0, overall and in the major and minor (if applicable).

Normally, all Denison courses completed by the student, including repeated and failed courses, will count in the calculation of the overall grade-point average. Normally, all courses eligible to count in the student's major, minor, and concentration including courses beyond the minimum requirements, will be included in the calculation of the major, minor, and concentration grade-point average.

Complete at least 64 of the required 127 credit hours in residence at Denison and reside at Denison for the two semesters of the senior year. Satisfactory completion of a minor at Denison requires at least one-half of the credit hours that fulfill minor requirements to be completed in residence at Denison. Generally, all students, except those enrolled in recognized pre-professional 3-2 programs, must complete the last two semesters in residence at Denison. Exceptions to these requirements may be made by the Academic Standing Board. A course taken "in residence" is defined as any course scheduled by the Denison Registrar and taught on the Denison campus by a Denison faculty member. This policy prescribes a university-wide minimum residence requirement; individual departments may have stricter requirements.

Denison reserves the right not to award a student a degree if serious violations of the Student Code of Conduct have been alleged against that student or if charges exist against that student that cannot be adjudicated prior to commencement exercises. For the present purpose, "serious violations" are those that normally could result in suspension or expulsion. At the discretion of the Vice President for Student Development or the Provost, a student facing allegations or charges of academic dishonesty may be permitted to participate in commencement exercises, except that student would not receive a diploma or be considered a graduate of Denison. A valid diploma would be sent when all serious conduct matters have been resolved, and the student is deemed eligible to receive a degree from Denison.

Please note that qualifications and further clarification of these requirements appear in various following sections.

The General Education Program

The General Education requirements ensure that students develop core liberal arts competencies and encounter a broad range of liberal arts inquiries - social, scientific, humanistic, and artistic - embraced by the faculty of Denison University. In addition, the requirements expose students to a diversity of perspectives that enable them to interact more effectively in an increasingly interdependent world. Thus, the General Education program seeks to accomplish three goals: 1) development of competencies; 2) exposure to a broad variety of disciplines; and 3) development of a global perspective.

General Education: Summary of Requirements

First-Year Seminar 101

First-Year Seminar 102 (Usually this selection fulfills one of the divisional requirements from Fine Arts, Sciences, Social Sciences, or Humanities.)

The First Year Seminar 102 course is counted in the home department of the teaching faculty member and is subject to the single departmental course rule for the divisional general education policy.

Two courses from the Fine Arts

Two courses from the Sciences (one fulfilling a lab requirement)

Two courses from the Social Sciences

Two courses from the Humanities

One interdivisional course from one of the following areas: Black Studies, East Asian Studies, Environmental Studies, International Studies, Latin American and Caribbean Studies, Queer Studies, and Women Studies.

Foreign Language

At a minimum, all students must complete an elementary year of Foreign Language 111-112 at the college level. Students who have studied a language in high school and who wish to continue study of that language at Denison in order to fulfill this requirement will, however, be expected to complete three semesters of that language (i.e., to pass or demonstrate proficiency in the language at the 211 level). All entering students who have studied a foreign language in high school must take the appropriate placement test during the orientation period. Language courses 111, 112, and 211 will not count toward the divisional distribution requirements.

Three of these general education courses (or other courses) must fulfill one power and justice, one quantitative, and one oral communication requirement.

Only one course from a single department may be used to fulfill the divisional requirements.

Academic Majors

Completing an academic major enables students to pursue their primary fields of specialization within the curriculum. Roughly a third of students' courses are completed within a program of study structured by a department or interdisciplinary program. Because the major is the primary means by which students undertake depth of study, students work closely with academic advisors to choose fields for which they are personally and professionally suited. Students may change their majors while at Denison, but by the end of their sophomore year, they should declare their major formally. If possible, students should select an academic advisor associated with their chosen majors. The specific objectives and requirements of each academic major can be found within this course catalog.

Table 1. Academic Majors

Major	Degree(s) Granted	Major	Degree(s) Granted
Art History	BA	Geosciences	BA, BS
Art Studio	BA, BFA	German	BA
Athletic Training	BA	Greek	BA
Biochemistry	BS	History	BA
Biology	BA, BS	International Studies	BA
Black Studies	BA	Latin	BA
Chemistry	BA, BS	Mathematics	BA, BS
Cinema	BA	Music	BA
Classics	BA	Philosophy	BA
Communication	BA	Philosophy, Politics and Economics	BA
Computer Science	BA, BS	Physics	BA, BS
Dance	BA	Political Science	BA
East Asian Studies	BA	Psychology	BA, BS
Economics	BA	Religion	BA
Educational Studies	BA	Sociology/Anthropology	BA
English	BA	Spanish	BA
Environmental Studies	BA	Theatre	BA
French	BA	Women's Studies	BA

The Individually Designed Major (IDM) The Denison major promotes discipline of thought and depth of understanding as they are articulated within a specific field. The standard offering of Denison majors is carefully selected; each major is rigorously reviewed, meets a myriad of nationally accepted academic standards, and often follows a long tradition of academically sound pedagogy. Since the major is a distinctive hallmark of a Denison degree, the institution guards its majors with utmost care. The IDM option allows students to design their own majors that are not offered in Denison's standard curricula. However, the Academic Affairs Council applies the very highest standards in accepting IDMs. Students must have a compelling and coherent case for pursuing an IDM.

Individually Designed Majors approved in the last few years include the following titles: "Comparative Medical Ethics," "Cognitive Neuroscience," "Poverty Studies," "Medieval Studies," "Language in its Social Context," and "Middle Eastern Studies."

Students wishing to design their own majors should consult with their advisors and the Registrar early in their Denison careers. Students must submit their IDM proposal to the Registrar by March 1 of the sophomore year. Approval of the proposal by the Academic Affairs Council must be completed by May 1 of the student's sophomore year.

Electives

Electives may be chosen as a flexible mix to explore a variety of fields throughout Denison's curriculum or to study off-campus. Students who desire more structure in their choices of elective courses may pursue a minor, a concentration, or a second major.

Academic Minor: A minor provides a guided plan of study within a discipline but with fewer requirements than a major. Typically, minors require core courses, beginning and advanced coursework in the field, and some electives. Minors afford students a structured opportunity to enrich or complement their majors, or to engage a separate academic field. Most departments and programs offering majors also offer a minor; in addition, a minor is offered in Astronomy.

Concentration: A concentration provides an interdisciplinary program of study that augments or complements a student's major. Concentrations are designed to require depth of study in a field that crosses disciplinary boundaries. Typically, a concentration will be linked to a student's major. Denison offers concentrations in the following fields: Computational Science, Geophysics, Latin American and Caribbean Studies, Neuroscience, and Queer Studies. Two other opportunities similar to a concentration are the Lugar Program and Organizational Studies. For further information, please consult Lugar Program, page 155 and Organizational Studies, page 178 regarding these programs. Students interested in these fields should talk with appropriate faculty soon after they have begun their Denison careers.

Off-Campus Study: Off-campus study can play a dramatic role in a Denison education. By placing students in educational settings that intentionally combine classroom and experiential learning, off-campus study provides the opportunity for students to hone their intellectual skills and to cultivate the civic engagement associated with a liberal arts education. Denison maintains a list of accepted off-campus programs, both in the U.S. and abroad. The current list may be found at http://www.denison.edu/offcampus/. It is strongly recommended that students interested in off-campus study make an appointment with the Director of Off-Campus Study early in their Denison careers to begin the planning process for off-campus study. For further information, please consult Off-Campus Study, page 174.

Educational Planning and Advising

The Dean of First-Year Students assigns each incoming student a faculty advisor who counsels the student in planning his or her academic program. Frequently, the faculty advisor will be an instructor in one of the student's courses in the first semester.

As a student's major and vocational goals become more clearly defined, it is likely that the student will wish to change to another advisor more familiar with those developing interests. Students may, with the consent of the new faculty advisor, change the officially listed advisor at any time. All changes must be reported to the Registrar's Office.

During the first year of residence, Denison urges students to begin planning their programs of study. This program should be suited to the student's particular needs, interests, life aspirations, and career plans. The various academic departments and the faculty advisor, as well as the offices of Student Development, the Center for Career Exploration & Development, and Academic Support, will assist students with the planning process.

Good educational planning, based on Denison's tradition of liberal education, should include consideration of educational objectives relating to career plans and personal developmental goals, analysis of high school and first semester Denison experiences and discoveries, course work and off-campus programs being considered, and a tentative choice of major. The student should discuss these issues with his/her faculty advisor.

Since education is an evolutionary process, Denison encourages students to explore the breadth of opportunity at Denison in their early years on campus. Modification of academic goals, vocational plans, and prospective majors is common, and students should not preclude consideration of any particular range of educational alternatives.

Fellowship Program

The Director of Fellowships assists students in identifying and applying for appropriate national and international scholarships at both the undergraduate and graduate level. These include the Rhodes Scholarship to Oxford, the Marshall Scholarship, the Fulbright Scholarship, the Harry S. Truman Scholarship, the Barry M. Goldwater Scholarship in Science and Mathematics, the Morris K. Udall Scholarship in National Environmental Policy, National Science Foundation Fellowships, DAAD (German Academic Exchange) grants, and many others. Denison is proud of its many students and alumni who have won such awards. To inform students about this service, the Fellowship Director sponsors information sessions, proposal writing workshops, and curriculum vitae assistance throughout the year. While some awards have a GPA requirement, many do not, and the College encourages all interested students to attend these sessions. A partial listing of national and international scholarships can be found at http://www.denison.edu/academics/departments/honors/index.html. New scholarship listings are added on a regular basis.

Special Academic Projects

Students have the opportunity to undertake Directed Studies, Independent Studies, and Senior Research. These are explained below.

Directed Study

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when a student wishes to explore a subject more fully than is possible in a regular course, or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. A student electing a Directed Study must submit to the Registrar a typed proposal with appropriate departmental approval no later than the first Friday of the semester. Directed Studies are normally taken for 3 or 4 credits. The form required for Directed Studies is available in the Office of the Registrar.

Independent Study

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills.

A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. The approval must be submitted on the appropriate form to the Registrar no later than the first Friday of the semester.

The chief distinction between this option and other options for individual study is that an individual faculty member works with the student only prior to the initiation of the study (or at its very beginning) and at the completion of the study. A student may propose an extensive independent project up to the equivalent of a full semester's work. An Independent Study project that constitutes a student's total academic load in a given semester may be done either on or off the campus. Any proposal or combination of proposals to do independent work carrying more than four credit hours must be submitted to the Academic Affairs Council. Such proposal would be subject to careful review and only with extenuating circumstances would be considered for approval. Examples of Independent Studies approved recently include: "An Existential Search for Religion," "Genetics of Sarracenia," "Creativity and the New York Musician," and "Behavioral Studies of the Primates of the Peruvian Amazon."

Senior Research

A student may enroll for Senior Research in his or her final year at Denison. Normally, Senior Research requires a major thesis, report or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year long Senior Research will not be assigned until the completion of the year long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Instructors who choose to assign a grade at the completion of the first semester Senior Research should notify the Registrar at the beginning of December. Semester hours of credit for Senior Research shall not be counted toward the maximum hours allowed in the student's major. The form required for Senior Research is available in the Office of the Registrar.

Special Academic Honors

The Dean's List

A student earning a superior academic average is placed on the Dean's List. Notice of this accomplishment is sent to the student's hometown newspaper(s).

Academic qualifications for inclusion on the Dean's List require that a 3.7 academic average be maintained for the semester, with no D's, F's, U's, I's, PR's, NG's, W's, WD's, WF's or WP's, and that a minimum of 12 academic hours be completed for a grade.

Phi Beta Kappa

The Denison University chapter of Phi Beta Kappa was established in 1910. Election to Phi Beta Kappa takes place during the second semester of the senior year and is based primarily on a record of outstanding academic achievement. Election is also possible during the second semester of the junior year for a student whose academic record is truly exceptional.

Recognition of Senior Research or Senior Creative Project

A student planning to complete a year-long senior research or senior creative project may declare to the major department/program and to the Registrar the intention to submit a final product for Recognition. This declaration must be completed by February 1 of the senior year and requires the signatures of the Project advisor, a second evaluator, and the chair of the department/program. Departments and programs will determine the guidelines governing the design and execution of the project and may establish minimum requirements for students to undertake a project. A Senior Research or Senior Creative Project will be judged to merit Recognition if both the advisor and second evaluator give it a B or above, and at least one of the grades is a B+ or above. (These grades are separate from the grade for the Senior Research course submitted by the advisor.) A Senior Research or Senior Creative Project that is judged to merit Recognition will receive the following acknowledgment: 1. the student's name, the title of the project, and the name of the project advisor will be included in the commencement program; 2. the title of the project and Recognition will be indicated on the student's transcript; 3. a copy of the final product, in its appropriate form as determined by department or program, will be preserved in the library. Students should consult with the Registrar for specific requirements regarding Recognition of a Senior Research or Senior Creative Project.

Graduation with Honors

A student who meets the general college requirements and the particular requirements for a Denison degree may graduate with Honors. There are three levels of Honors.

Highest Honors - Summa Cum Laude

This highest distinction is accorded to students who earn a cumulative grade-point average of 3.9 or higher.

High Honors - Magna Cum Laude

This second highest distinction is accorded to students who earn a cumulative grade-point average of 3.75 or higher.

Honors - Cum Laude

This third distinction is accorded to students who earn a cumulative grade-point average of 3.60 or higher.

Please note: The calculation of a student's GPA for "Latin Honors" should be based on all semesters of academic work at Denison, with a minimum of 64 graded hours completed at Denison.

President's Medals

Each spring at the Academic Awards Convocation, the President awards special medals to outstanding graduating seniors who have made especially good use of their undergraduate education and have contributed substantially to the community. The range of accomplishments the President seeks to acknowledge and honor are comparable to those associated with the winners of a major national scholarship such as the Rhodes or Marshall. The preeminent criterion for receipt of a President's Medal, Denison's most prestigious award, is academic achievement. In addition, candidates must embody some combination of the following: service to the community, contribution to the arts, enlargement of the community's global perspective, athletic fitness and achievement, leadership ability and contribution to community discourse.

Registration

Registration is the formal enrollment in the College. In registering, the student subscribes to all the regulations, terms, and conditions - academic and financial - set forth in this Catalog. A student must, therefore, confirm registration in person during the scheduled registration period each semester.

Normal Registration

A normal load is set at 16 semester hours of credit per semester. This total should include the appropriate requirements. The normal academic load enables a student to meet the graduation requirements within eight semesters. A student who pays regular tuition charges is permitted to audit, without additional cost, one course a semester for which no credit may be claimed. Audits may not be allowed by the various departments until after credit seeking students have been accommodated.

Reduced Registration

This classification is recommended for a student who for any reason cannot carry a normal schedule satisfactorily. If reduced registration is advisable, a student may be required to carry a schedule of 12 to 14 credit hours and be asked to devote an extra semester to fulfill the graduation requirements. Without special permission from the Associate Provost, 12 hours shall be minimum registration for any regular student. With special permission a regular student may register for 9 to 11 credit hours. The reduced registration option could have ramifications for financial aid eligibility.

Excess Registration

The payment of tuition for fall or spring semesters of any given academic year entitles a full-time regular Denison student to 18 credit hours in that semester. See Annual Cost section of Catalog for the fee, billing, and payment arrangements if taking more than 18 hours in any semester. With extenuating circumstances and evidence of careful planning, a student may request twice during the Denison career to take up to 20 hours and waive the excess hours fee. Any such request should be submitted to the Registrar's Office in writing prior to the beginning of the semester in question.

Additional Credit

With the consent of the instructor, a student may request to take a course for an additional hour of credit. The nature of the additional work that the student must do in order to receive the additional credit, and how that work will be evaluated, must be clearly outlined in the petition. Usually instructors award one grade, but may choose to assign different grades to the regular course and the additional project.

A student whose petition for additional credit is granted may not ask to drop that credit after the deadline for dropping courses has passed.

Partial Registration

With the permission of the appropriate Dean, a regular student may take a part-time schedule of eight or fewer academic semester hours of credit. A part-time regular student may pay by the credit hour and must carry eight hours or fewer. Regular students carrying more than eight hours are counted by the University as full-time students and must pay full tuition. A full-time student normally carries 15 to 16 hours. For students on financial aid or scholarship, a minimum registration of 12 hours is required.

Special Registration

Special registration is open to persons living within commuting distance of the campus, certain foreign students who wish to take for credit or to audit certain courses of special interest but who are not degree candidates, and certain graduates wishing to take post-graduate work. A special student may not register for more than 8 credit-hours of academic work except by permission from the Academic Standing Board. A special student desiring credit must submit appropriate credentials to the Office of Admissions. If after one semester a special student has failed to maintain a 2.0 average, his or her special standing can be terminated.

Changes in Registration: Adding of Courses

A student may add courses or credits to his or her registration during the first two weeks (10 class days) of a semester. The student should consult with the advisor and must have the consent of the instructor and academic advisor. The appropriate documentation must be filed promptly.

Changes in Registration: Dropping of Courses

A drop of a course or credit may be permitted through the end of the fourth week of classes by submitting to the Office of the Registrar a properly completed change of registration form. During the first collegiate semester, first-year students may drop a course until the conclusion of the ninth week. Please note that excess hour fees and applied music lesson or other course fees are not refunded after the fourth week in the case of a student withdrawing for any reason from a course or from the University. Change of registration after the stated deadlines requires action of the Academic Standing Board. The decision of the Academic Standing Board is final.

Late Registration

Students failing to register by the deadline date prescribed in University publications and/or failing to respond properly to University official's notices regarding the problem shall be withdrawn from all preregistered courses. Such withdrawal carries with it financial forfeitures of 50 percent of all fees due. Appeal of this action shall be to the Academic Standing Board and, with a resulting decision of reinstatement, normally carries a minimum penalty of $50 and other disciplinary sanctions as deemed appropriate.

Statement of Petition Policy

On the advice of the Registrar, students may petition the Academic Standing Board for exceptions to rules concerning academic policies and procedures. However, the Board will consider only those petitions that are submitted sufficiently far in advance so that, if denied, the petitioner will still have time to remedy the deficiency by suitable re-scheduling or other appropriate action. The decision of the Academic Standing Board is final.

While for some students the interpretation of this statement may mean that they will need to submit their petitions a year or more in advance of graduation, for all students it will mean that petitions relating to the successful completion of the requirements for graduation will not ordinarily be accepted after 4:30 p.m. of the last day of classes in the semester immediately preceding the student's last semester at Denison. Specifically, no petitions by seniors seeking substitutions or waivers of General Education requirements will be entertained after this deadline.

Attendance Policy

It is expected that students will attend and participate in all regularly scheduled classes. If a class is missed, for any reason, the student is responsible for determining what occurred in the missed class. Absence from a class will not be accepted as an excuse for not knowing class material. The student is responsible for all information, discussion, and conceptual analysis that take place during classes. Absenteeism may result in the reduction of one's final grade.

Academic Integrity

Every Denison student is expected to know and uphold University standards in matters of academic honesty. Students who practice academic dishonesty assault their own integrity as well as that of the University. Behavior that is in direct violation of these standards is discussed in the student handbook. Each Denison student is expected to be familiar with this policy. Please note that violations may result in suspension or expulsion from the University.

Student Classification

Classification of students is determined by the amount of academic credit earned.

First-Year Standing - A student is classified as a first-year student if hours earned are less than 26 semester-hours of credit.

Sophomore Standing - A student must have earned 26 semester-hours of credit.

Junior Standing - A student must have earned 60 semester-hours of credit.

Senior Standing - A student must have earned 90 semester-hours of credit.

Eligibility Rule

A regularly enrolled student registered on a full-time basis (normally 12 semester-hours or more) and in good academic standing shall be eligible to participate in all college and intercollegiate activities. The student whose scholastic record falls below a 2.0 average will not be permitted to participate in intercollegiate athletics. First-year students are eligible to participate in intercollegiate athletics during their first semester.

Credit Earned by Advanced Placement Testing

Incoming First-Year Students and Transfer Students who score a 4 or 5 on a College Entrance Examination Board (CEEB) Advanced Placement Examination (AP) will usually receive academic credit for their scores. Should results be presented in academic disciplines or areas which are not part of the Denison curriculum, credit will be subject to departmental review and credit hours may or may not be assigned. Two other kinds of advanced placement testing can be considered for credit. A student presenting "A" marks on the British System "A" Level Examination or a score of 6 or 7 on an International Baccalaureate (IB) High Level Subject Exam may ask the appropriate Denison department for advanced placement credits. In a few instances positive results from advanced placement examinations can be applied toward general education or major/minor credits but departments reserve the right of review and the final determination of how such credits count.

Recognition of Credit Earned Elsewhere

Denison accepts transfer credit for courses that are either equivalent to a course in the Denison catalog or at a level deemed appropriate by the department or program in which credit is being sought (hereafter called "the Department"). Requests to have transfer credit fulfill a major, minor, or concentration requirement are subject to approval by the Department. Denison will not normally accept credits earned in disciplines other than those in the Denison curriculum. Transfer credit will be honored only if taken at an accredited college or university and only if the student submits an official transcript of credit within 180 days of the course completion. Students considering off-campus work for Denison credit (especially summer school work) must confer with the Registrar, their academic advisor, and their chairperson of the Department (or a designate) prior to enrolling elsewhere. The University has no obligation to award transfer credit for course work that has not been approved in advance. The courses must be completed with grades of "C" or better in order to be considered for transfer credit. Course work completed in non-traditional fashions, such as distance learning formats, web-based formats, Post Secondary Enrollment Option, including college courses for which high school credit was also granted, CLEP and other college credit bearing instruments, may be subject to review by the Registrar and the Department.

Grades Earned Elsewhere

Grades received at another institution shall not be computed into the Denison quality-point average, or be used to remove Denison quality-point deficiencies except by petition to and favorable action by the Academic Standing Board. Denison will not award credit for work below "C" on transfer from another institution. Students who have received prior approval of the Denison Off-Campus Study Office will have their grades earned at the program site appear on their Denison record. The grades will not be included in GPA calculations.

Withdrawal From the College

A student who withdraws from school without official permission will receive a grade of F (failure) on his or her permanent record. Petitions for exception must document unusual circumstances, and such petitions are submitted to the Academic Standing Board.

In addition, a student who finds it necessary to leave Denison before the close of the semester must, in order to receive an honorable dismissal, report to the Dean of Students and arrange for an official withdrawal. Students withdrawing completely from school may receive grades of "W," "WP," or "WF" for all enrolled courses. Students receiving permission to withdraw from an individual course after midterm will have the course entered on the permanent record with a grade of "WF" or "WP."

The college may, whenever in its judgment such action is for the best interest either of the student or of the student body, dismiss or refuse to enroll or re-enroll any student.

Withdrawal from the University at any time is official only upon written notice to the Dean of Students. A request to the Registrar for a transcript or failure to participate in room lottery is not considered withdrawal from the University.

For further information, please consult Refund or Forfeiture of Tuition, Activity Fee, Student Health Fee and Room and Board, page 267.

Registration Procedure

A student must complete his or her advanced registration and also final registration at the times scheduled in order to avoid payment of a fee for late compliance. No student will be admitted to any class later than the second week of the semester.

Advance Registration

All enrolled students prepare a detailed schedule of courses with the assistance of a departmental chairperson or faculty counselor during a designated week in the preceding semester. First-year students register early by personal conference on campus, by telephone conference, or by mail in the summer preceding entrance to Denison. All students registering by mail must consult with an academic advisor before attending class.

Registration

The student's Personal Data Form must be submitted for the use of the Office of the Registrar. In submitting this form, the student confirms that satisfactory financial arrangements have been made with the Student Accounts office and that he or she has properly registered for courses.

Special Academic Regulations

Grading System

Beginning with the fall semester of the 1976-77 academic year, plus and minus grades carry the following weights in the computation of grade-point averages.

A+	4.0 for each credit-hour.
A	(Excellent) 4.0 for each credit-hour.
A-	3.7 for each credit-hour.
B+	3.3 for each credit-hour.
B	(Good) 3.0 for each credit-hour.
B-	2.7 for each credit-hour.
C+	2.3 for each credit-hour.
C	(Fair) 2.0 for each credit-hour.
C-	1.7 for each credit-hour.
D+	1.3 for each credit-hour.
D	(Passing) 1.0 for each credit-hour.
D-	.7 for each credit-hour.
F	(Failure) 0 for each credit-hour.
I	(Incomplete)
S	(Satisfactory) 0 for each credit-hour.
U	(Unsatisfactory) 0 for each credit-hour.
WD	(Withdraw)
WF	(Withdrawn Failing)
WP	(Withdrawn Passing)
CR	(Credit) 0 for each credit-hour.
NG	(No Grade Reported).
WV	(Waiver of Course or Requirement).
PR	(Progress) Course in progress (usually final mark is to be determined at conclusion of course sequence).
AU	(Audit)
X	Precedes a grade that was affected by academic misconduct penalties

Plus or minus grades given before the fall semester, 1976-77 are not reflected in the grade-point averages.

Incomplete Grade

An incomplete grade in a course may be granted only with permission from the Academic Standing Board. The student shall petition the Board, giving the reasons for the desired extension of time. The statement must be signed by the instructor of the course and the student's advisor. All such requests must be submitted prior to the last day of scheduled classes for the semester. Should a request for an incomplete grade be granted, completion of the work must be accomplished by the end of the sixth week of the following semester, or any time previous, as prescribed by the instructor.

Satisfactory/Unsatisfactory Evaluation

Juniors and seniors may elect to take one course per semester utilizing the Satisfactory Grading option. For a student earning a "C" or higher, the Registrar will convert this grade to an "S," for "satisfactory," with no impact on cumulative grade point average. For a student earning a "C-" or lower, the Registrar will record that grade on the academic transcript, and it will be included in the grade point average. This option may not be exercised for courses within a student's major or minor fields, including required cognate courses, and it is not an option for any General Education requirement. To exercise this option, a student must complete the appropriate form at the Registrar's office, no later than the fifth week of the semester. No approval is necessary from a department or program or instructor, and a student is not required to inform the instructor about exercising this option. A few courses are offered to everyone utilizing a "satisfactory" grading format, and such courses are not included in the option described above.

Repeating Courses

Students may repeat courses in order to develop greater mastery of the subject matter. However, second efforts do not erase original efforts, including failed first attempts, and both grades will be included in the GPA calculations. Should students take and succesfully complete a course two different times, he/she must be aware that both grades will be included in the GPA calculations but the credit hours cannot be included twice. You may wish to discuss all potential ramifications with the Registrar if this scenario is a factor for you. Students wishing to re-enroll for a course for which they have already received a passing mark must receive permission of the chairperson of that department and the instructor of the course to be taken. Repeating a previously passed course may present Financial Aid implications.

Academic Probation/Suspension

When a student's academic performance is less than what is minimally expected by the University, he or she will be placed on Academic Discipline. The following designations are used by the University in such instances.

Academic Probation occurs when a student's cumulative average is less than 2.00. Students placed on Academic Probation are expected to be in good standing within two semesters unless a student earns below a 2.0 semester average while on academic probation, in which case a student would be suspended. Any semester with a performance below 1.00 will result in academic suspension; thus, a student may bypass academic probation and be suspended if the semester performance has been particularly weak and below a 1.00 for the term.

Continued Academic Probation is designated when a student previously on Academic Probation has been successful in removing a portion of the deficiency but not the entire deficiency. Students on Continued Academic Probation are expected to be in good standing by the conclusion of their next semester.

Suspension occurs when a student earns less than a 2.0 semester average while on Academic Probation or Continued Academic Probation. A student may also be suspended when he or she fails to regain good standing after being on Continued Academic Probation or Deferred Suspension. Performance of less than 1.0 for the semester will result in suspension regardless of the student's cumulative average, unless this occurs in the student's final semester.

Deferred Suspension occurs when a suspended student has been reinstated. Students on Deferred Suspension will be given conditions that must be fully met during the next semester in residence in order to remain eligible for enrollment. For procedures for seeking deferred suspension, please see "Eligibility for Re-enrollment." Students who have a quality point deficiency in excess of 8.0 may be placed on deferred suspension even though they fit other criteria listed above. Such judgments are made by the Academic Standing Board and are done as an effort to assist the student in regaining good academic standing. Sophomore and junior students on Academic Probation at the end of the academic year shall be readmitted for the fall semester only through petition to - and favorable action by - the Academic Standing Board. This includes the student who is on probation at the end of his or her fourth semester of college but does not qualify for junior standing on the basis of credit hours earned. These policies apply also to the student of the same classification who wishes to return to Denison after having withdrawn while on probation.

Eligibility for Re-Enrollment

A student on academic suspension who has shown marked improvement over his or her Denison record in work taken at some other accredited college or university, or can present evidence of a maturing nonacademic experience, may petition the Academic Standing Board for reinstatement. In nearly all cases, a student is expected to demonstrate some degree of academic improvement by taking course work elsewhere. This petition must be submitted to the Office of the Registrar at least 4 weeks before the opening day of classes. Should the student be readmitted, he or she must meet all the conditions of the Academic Standing Board or face suspension again.

A former student who was in good academic and social standing when he or she left the College may be re-admitted to Denison by writing to the Office of Student Development and by repayment of the enrollment deposit.

Matriculation Requirement

To be a candidate for a Denison degree, a student who enters Denison as a first-year student must complete at least 64 credit hours of the required 127 at Denison, and a transfer student must complete a minimum of 64 semester hours of the required 127 at Denison. Generally, all students, except those enrolled in recognized preprofessional 3-2 programs, must complete the last two semesters in residence at Denison. A course taken "in residence" is defined as any course scheduled by the Denison registrar and taught on the Denison campus, or any course scheduled by the Denison registrar and taught off-campus by a full-time Denison faculty member. This policy prescribes a university-wide minimum residence requirement; individual departments may have stricter requirements. Exceptions may be made by the Academic Standing Board.

Commencement Exercises

Commencement Exercises are held annually at the conclusion of the spring term. In order to participate in Commencement Exercises, the student must have completed successfully all requirements for graduation. No exceptions are granted to this regulation. Students completing graduation requirements in August or December are eligible and invited to participate in the next May Commencement Exercise.

Library, Information Resources, and Information Technology Services

The Denison University Library, housed in the William Howard Doane Library/Seeley G. Mudd Learning Center, offers a full range of traditional and online services and collections. Liaison Librarians for Fine Arts, Humanities, Natural Sciences, and Social Sciences collaborate with faculty and students in their respective divisions of the college to ensure access to information resources that support the curriculum and research needs of the entire campus community, integration of information literacy concepts into the curriculum, and the creation and preservation of the intellectual and scholarly output of the campus. Library services include research assistance, electronic and print reserves, and interlibrary loan/document delivery. The Learning Commons, located on the main floor of the library, offers an integrated, user-centered environment to support learning, teaching and research. Attractive, convenient, and flexible, the Commons has social space, as well as individual and group study space, along with the latest information resources and technologies. Learning support is available at the Commons Desk where librarians and media support personnel are available for consultation. Writing Center, Academic Support, and Modern Languages consultants join Library and ITS Help Desk personnel here during selected hours. A multi-media viewing room, an 18 station electronic classroom/student lab, and a video conference facility are available on the lower floors. Wireless access is available throughout most of the building.

As a member of the Five Colleges of Ohio and OhioLINK consortia, the library offers access to a vast collection of online and tangible resources. The online catalog CONSORT offers access to 4.17 million volumes from the combined library collections of Denison University, Kenyon College, The College of Wooster, and Ohio Wesleyan University. Participation in the OhioLINK central catalog and daily delivery among the campuses of The Five Colleges of Ohio and OhioLINK institutions offers access to more than 48 million volumes. The library subscribes to over 150 electronic resources, most with full text, ranging from digitized historical collections to current online journals. Other library resources include archives and special collections, maps, government publications plus media resources in a wide variety of formats. For more information on the library and collections see the library home page at http://www.denison.edu/library/.

Access to computing resources, the campus network, the Internet, and the research-rich Internet2 is available a number of ways. Over 650 Macintosh and Dell personal computers are available for student use in 43 public and departmental labs and student clusters. A network data port is also provided to every student living in a residence hall and wireless networking covers the majority of the campus. In addition to the public and departmental computer labs, network services offer personal and departmental web server space, laser printing, hundreds of software packages, student and staff web portals, and Denison provided e-mail. Approximately ninety-eight percent of Denison students bring a personal computer to school. Laptops may be used online from almost anywhere on campus, indoor or outdoor. Discount purchase programs are provided by Apple and Dell. For more information about technology services at Denison, computer support, and discount purchase programs visit http://www.denison.edu/its/.

Assessment of Academic Programs

Under the guidelines set forth by the North Central Association of Colleges, Denison has established a set of programs to evaluate the achievement of our educational goals. These programs will continually assess the outcomes of student learning in terms of the stated objectives of the general education, the academic major, and electives programs.

Courses of Study 2012-2013

Arabic

Faculty

Professor Xinda Lian, Chair

Assistant Professor Hanada Al-Masri, Academic Administrative Assistant Liz Barringer-Smith

Departmental Guidelines and Goals

Educated people spend their lives trying to grow in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning a foreign language contributes to our education by providing an intimate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be human. Furthermore, foreign-language courses allow entry into the subjectivity of the target language on its own cultural and linguistic grounds, thus making possible a different and more profound redefinition of our own culture.

Our basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the eventual mastery of a foreign language. When students take full advantage of that opportunity, they can use the target language in subsequent courses dealing with the foreign culture. The Department emphasizes the use of a foreign language in most of its courses because it believes that students can best appreciate a foreign culture from within its own mode of expression.

With a view toward career opportunities, the Department encourages integrating foreign language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, political science, and English. Courses in cultural studies and literature, aside from their intrinsic worth, also present multiple perspectives on other cultures and areas of intellectual experience.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the Department and the Office of Off-Campus Studies (see Off-Campus Programs). On-campus opportunities to improve their command of the language are provided by the Language and Culture Program, language tables, foreign films, club meetings, and similar activities sponsored by the Department. There are as well subsidized field trips to museums and pertinent activities in cities across the country, and in some cases foreign countries.

Additional Points of Interest

General Departmental Regulations Students wishing to fulfill the basic requirement in language by continuing the one begun in secondary school will find it advantageous to begin their course work in the first year. The Department of Modern Languages strongly recommends that students complete their language requirement by the end of their sophomore year.

The Language Lab An important asset of the department is the Language Lab with its 27 Macs, zone-free DVD player, multi-standard VCR and document camera. The lab provides support for learning activities outside and inside the classroom, ranging from grammar drills to research and collaborative writing projects, as well as discussions on authentic materials published on the Internet. The area is designed not only for individualized instruction but also for group work and small seminars that use a variety of digital materials for class discussion.

Cultural Enrichment Each semester the Department offers students exceptional opportunities for cultural enrichment in foreign languages. These opportunities include, for example, off-campus trips to target-culture plays, movies and performances, as well as campus visits by native scholars and performers. In that way, experiences in target cultures become more readily available to our students. These opportunities are made possible through a most generous endowment bestowed on the Department of Modern Languages by the Patty Foresman Fund.

The Foresman Lounge Located in the central hub of the department, it provides the Denison community with a space for a wide range of activities such as receptions, classes, and informal gatherings. This area has a small kitchenette with a table and chairs for sharing lunch or a coffee with our faculty. It is also equipped with a wide range of technological devices with which to enrich our students' learning experiences. This room has a 52-inch flat screen TV that is connected to a satellite dish, which provides us with SCOLA television services from around the world. The TV is also connected to a multi-standard VCR, a zone-free DVD player and a document camera. The lounge has a ceiling-mounted data projector, which connects to a networked Mac computer, the DVD player, VCR and document camera.

The Language and Culture Program This exciting residential option gives students the opportunity to hone their language skills and to participate in special cultural events. Students who choose this residential option will live in a small community of their peers who share their enthusiasm for foreign languages and cultures. Special extracurricular activities and programming in the Language House support language acquisition and permit a closer relationship with professors and language assistants from the Department of Modern Languages.

Although the Department of Modern Languages offers majors in French, German and Spanish, they also offer courses in other languages for the purpose of general education and support of other college programs. Courses in Arabic are listed below.

Course Offerings

Beginning Arabic I (ARAB-111) A comprehensive introductory course in Arabic develops the four basic skills: aural comprehension, speaking, reading and writing. **4**

Beginning Arabic II (ARAB-112) A comprehensive introductory course in Arabic develops the four basic skills: aural comprehensive, speaking, reading and writing. **4**

Introductory Topics in Arabic (ARAB-199) A general category used only in the evaluation of transfer credit. **1-4**

Intermediate Arabic I (ARAB-211) 4

Intermediate Topics in Arabic (ARAB-299) A general category used only in the evaluation of transfer credit. **1-4**

Special Topics in Arabic (ARAB-300) This course will further develop students' basic skills (listening, speaking, reading and writing) in Modern Standard Arabic (MSA). Specific topics will vary according to the interests of students and faculty. Prerequisite: Arabic 211 or equivalent. **4**

Directed Study (ARAB-361) 1-4

Directed Study (ARAB-362) 1-4

Art History

Faculty

Professor Joy Sperling, Chair

Professor Joy Sperling; Associate Professors Joanna Grabski, Karl Sandin; Visual Resource Specialist Jacqueline Pelasky

Departmental Guidelines

We strongly urge students to declare their intention to major in Art History before the end of their sophomore year. We also urge you to choose an academic advisor from among Art History faculty. Requirements for Art History Major: 10 four-credit courses, 1 one-credit course (ARTH 409), participation in Junior Day, completion of Senior Thesis (25-30 pages) and presentation of Senior Thesis at the Annual Senior Symposium (ARTH 409). The Senior Thesis must be submitted to the Art History faculty in order to graduate.

Art History Major

I. Requirements for Art History Major: 10 four-credit courses, 1 one-credit course (ARTH 409), participation in Junior Day, completion of Senior Thesis (25-30 pages) and Presentation of Senior Thesis at the Annual Senior Symposium (ARTH 409). The Senior Thesis must be submitted to the Art History faculty in order to graduate.

II. Required Core Course: One 100-level course of student's choice: ARTH 101 (The Western World: Ancient to Baroque), ARTH 111 (Modern Art and Visual Culture), ARTH 121 (African Art and Visual Culture), ARTH 131 (Asian Art and Visual Culture). Required Core Courses for Juniors/Seniors: ARTH 380 (Methods of Art History and Visual Culture), this course taken in the junior year. ARTH 408-01 (Art History Senior Seminar), this course taken in the senior year. ARTH 409-01 Art History Senior Symposium.

III. Seven courses from the following 200 and 300 level courses; at least three must be at the 300 level (excluding ARTH 380). You MUST take at least one course in each area at either the 100, 200, or 300 level. African Art and Oceanic Art: ARTH 222 (Representing Africa on Film), ARTH 223 (Arts of Oceania), ARTH 225 (Arts of Post-Colonial Africa), ARTH 230 (Special Topics in African Art History), ARTH 334 (Visual Life in African Cities). Asian Art: ARTH 231 (Art of Japan), ARTH 240 (Special Topics in Asian Art History), ARTH 232 (Art of China), ARTH 333 (Art and Revolution in China). Modern Art: ARTH 211 (History of Photography), ARTH 212 (American Art), ARTH 220 (Special Topics in Modern Art History), ARTH 313 (New Art Late 20th Century-21st Century). Ancient to Baroque Art: ARTH 201 (Classical Art and Architecture), ARTH 203 (Early Renaissance Art and Architecture), ARTH 204 (High Renaissance and Baroque Art and Architecture, ARTH 210 (Special Topics in Ancient to Baroque Art History), ARTH 302 (Medieval Art and Architecture).

IV. A limit of two courses towards the major may be taken from institutions other than Denison (including off-campus programs). It is strongly recommended that only one be taken in each of the above areas. At least eight Art History courses must be taken at Denison.

Additional Points of Interest

All juniors in Art History participate in Junior Day. They are required to make a formal 5 to 10-minute presentation of current work or research, along with a statement about why the work is important to them and why they have taken it in a specific direction. The presentation is made to the faculty and to the student's peers as a "mini-symposium" in the junior year. There is also a Senior Symposium at which Art History seniors make a formal presentation on their research to an invited audience.

Art History Minor

A minimum of six courses in Art History of the student's choice.

Course Offerings

The Western World: Ancient to Baroque (ARTH-101) This course is an introduction to selected themes, periods, and sites of visual production and built practice in Europe, the Mediterranean, and the New World. It focuses on a selected series of 'case studies' that integrate sites/monuments significant to the flow of Western art with period-specific and general critical issues. The relation of systems of visual and architectual representation to period-specific and current understandings of power, ritual, and the human body, as suggested through the disciplines of Art History and Visual Culture, will be key. **4**

Modern Art and Visual Culture (ARTH-111) An introduction to the Art and Visual Culture of the Modern Age. This course examines the wide range of visual production of the Modern Age primarily in Europe and North America. It examines the concepts of the Modern, Modernity and Modernism. The class is taught through the lenses and using the methodologies of both Art History and Visual Culture, operating on the assumption that the nineteenth, twentieth and twenty-first centuries are the age of visual culture. Thus, the class discusses both elite art and the rising popular culture. **4**

African Art and Visual Culture (ARTH-121) This course examines the diverse arts and visual culture of Africa. The scope of this course ranges from pre-colonial to contemporary times, considering a selection of objects, concepts and practices from across the continent. The course is designed to provide you with an introduction to these art forms and the various socio-cultural, historical, critical and aesthetic platforms from which they operate. In addition, we will explore some of the key theoretical issues in the portrayal and interpretation of art and visual culture from this world arena. **4**

Asian Art and Visual Culture (ARTH-131) An introduction to the art and visual culture of India, China, Japan and Southeast Asia focusing on historical, religious and social issues and the function of both art and visual culture. **4**

Introductory Topics in Art (ARTH-199) A general category used only in the evaluation of transfer credit. **1-4**

Classical Art and Architecture (ARTH-201) This course is an introduction to the art and architecture of Greece and Rome. Visual and spatial practices of religion and politics will be examined, focusing on Classical Athens and on Rome during the Late Republic and Early Empire. Selected works of art and architecture, and specific urban and exurban sites will be considered. Issues surrounding 'classical' forms and their subsequent role in Western art and architecture will be investigated. **4**

Early Renaissance Art and Architecture (ARTH-203) This course is an introduction to the art, architecture, and selected patterns of urban development in Italy during the Early Renaissance and the Quattrocento. Focus will be on developments in Siena, Rome, and especially Florence. Issues surrounding 'classicism' and the development of new representational systems, new scales and materials in sculpture, new spatial and structural forms in architecture, and new relations to urbanism and centers of power and global expansion will be explored. **4**

High Renaissance and Baroque Art & Architecture (ARTH-204) This course provides and introduction to the art, architecture, and selected patterns of urban development Rome during the High Renaissance, Mannerism, and the Baroque era through the papcy of Alexander VII (1655-67). Developments from ca. 1450 on in Rome leading to Julius II and the Roman High Renaissance will be a prime focus. Consideration of Mannerism, the Council of Trent and early Baroque visual and architectural forms (later 16th century) will lead to the second focus on 17th century visual and spatial practices in Counter-Reformation Rome and beyond. **4**

Special Topics in Ancient to Baroque Art History (ARTH-210) **4**

History of Photography (ARTH-211) An introduction to the history photography from its inception in 1839 to the present day. The class focuses specifically on the multivalent functions of photography in society globally, the theoretical and conceptual bases of its production, consumption and on the critical analysis of photography as a field of art production. **4**

American Art (ARTH-212) An introduction to American Art and Visual Culture of the American colonies and the United States from the Early-Colonial Period to the beginning of World War II. The class focuses specifically on how Art, Popular Culture and Mass Culture function in the visual culture of the United States until 1939. **4**

Special Topics in Modern Art History (ARTH-220) **4**

Representing Africa on Film (ARTH-222) An examination of ethnographic/documentary film dealing with Africa as well as contemporary cinema produced by African filmmakers. This class accords particular attention to the perspectives of African filmmakers as agents in the representation of cultures, social realities and histories in Africa. **4**

Arts of Oceania (ARTH-223) An examination of the diverse arts and cultures of the South Pacific. This course focuses on objects, concepts and practices from Polynesia, Melanesia, Micronesia and Australia as well as the portrayal and interpretation of arts from this geographical region in other areas of the world. **4**

Arts of Post-Colonial Africa (ARTH-225) This course examines selected issues and debates related to the production, interpretation and collection of visual arts in post-colonial Africa. By way of a series of case studies, we will consider both the individual voices of artists and perspectives from art world information brokers. **4**

Special Topics in African Art History (ARTH-230) **4**

Art of Japan (ARTH-231) An introduction to Japanese architecture, sculpture, painting and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their cultural and religious context. **4**

Art of China (ARTH-232) This course is an introduction to Chinese visual culture from prehistoric times through the Mao era. Organized around a selection of key objects and images, this course explores a variety of art forms from China through diverse contexts such a ritual, gender, imperial patronage, literati ideals, and political icons. **4**

Special Topics in Asian Art History (ARTH-240) **4**

Special Topics in Art History and Museum Studies (ARTH-262) **4**

Intermediate Topics in Art (ARTH-299) A general category used only in the evaluation of transfer credit. **1-4**

Medieval Art and Architecture (ARTH-302) This course is an advanced investigation of art and architectural developments in the Latin West and Byzantine East during the medieval period. Selective foci include western monastic art, building, and lay patronage in Spain, France, and Burgundy during the Romanesque and early Gothic periods, as well as eastern monasticism in Constantinople, Greece, and Asia Minor in the Middle Byzantine period. Issues unique to each cultural sphere will be considered, such as feudalism in the West, and the icon and the role of the Imperial family and Constantinopolitan aristocracy in the East. **4**

New Art (Late 20th/21st Century) (ARTH-313) This advanced-level class examines Art and Visual Culture since 1980, mostly in the western world, but increasingly globally after 2000. The class explores the intellectually complex, multivalent and frequently socially and politically engaged art of today, focusing on its conceptual platforms, agendas, meanings, purposes, and effects. The course examines an increasingly pluralistic and global art world through the lenses of both Art History and Visual Culture, and it explores the museum as a contested site. **4**

Visual Life in African Cities (ARTH-324) An advanced level course. Cities in Africa, like their counterparts elsewhere in the world, are intensely -- perhaps even unrelentingly - artistic environments. In Dakar as in Nairobi, in Johannesburg as in Lagos, the urban terrain's unparalleled resources enable myriad artistic phenomena including paintings and sculptures, modernist architecture and public monuments, sartorial expression, as well as print and electronic media such as cartoons, advertisements, video, television, the internet, and popular music. In this seminar style course, students will investigate the artistic propositions and creative resources constituting the urban environment in Africa by way of a series of case studies. **4**

Art and Revolution in 20th Century China (ARTH-333) This advanced-level course examines the complicated relationship between art and politics in China through key debates and developments in Chinese visual culture during the 20th century. The class explores competing narratives that negotiate the tensions between "traditon and modernity," "East and West," "local and global" and their implications for revolutions in art. Particular attention will be paid to interrogating the ideological underpinnings of artistic mediums and formats, the historiographical stakes of modernity, and the assertion of cultural memory in art and text. **4**

Directed Study (ARTH-361) For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, drawing, graphics, ceramics or history and criticism. **1-4**

Directed Study (ARTH-362) For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, drawing, graphics, ceramics or history and criticism. **1-4**

Independent Study (ARTH-363) **1-4**

Independent Study (ARTH-364) **1-4**

Methods of Art History and Visual Culture (ARTH-380) This class is required for Art History majors. This class is the first of the three-part capstone experience for the Art History major. It introduces students to the theoretical and methodological platforms of Art History and Visual Culture and examines the historical development of the fields of both Art History and Visual Culture. It introduces students to the methods and theoretical approaches of practicing scholars in the field and asks students to formulate their own platforms, which they will translate into active research in the second and third capstone courses (ARTH 408 and 409). **4**

Advanced Topics in Art (ARTH-399) A general category used only in the evaluation of transfer credit. **1-4**

Art History Senior Seminar: Research (ARTH-408) In this required course, senior majors will research and prepare the senior thesis. **4**

Art History Senior Seminar: Writing (ARTH-409) In this required course, senior majors will present their senior thesis during our annual senior symposium. **1**

Senior Research (ARTH-451) 4

Senior Research (ARTH-452) 4

Art Studio

Faculty

Associate Professor Micaela Vivero, Chair

Associate Professors Ronald Abram, Carrie Olson and Micaela Vivero (Chair); Assistant Professors Tommy White and Sheilah A. Wilson; Visiting Assistant ProfessorJennifer Anable; Academic Administrative Assistant Dyan Couden; Visual Resource Curator Jacqueline Pelasky; Ceramic/Sculpture Technician Stanley Wrzyszczynski

Departmental Guidelines and Goals

In Studio Art we foster independent and creative thought; emphasizing art-making as a means to think about not only oneself, but one's relationship to the world of ideas from multiple perspectives. We offer two different degree programs in Studio Art, a bachelor of arts (BA) and a bachelor of fine arts (BFA). Both degree programs emphasize individuality, interdisciplinary work, collaboration and community. We encourage the fluidity of learning and see art as a bridge to all areas of study and research. Both the BA and the BFA prepare students in different ways for a variety of post-graduate pursuits, be it graduate school or other professional endeavors in art and related fields. Students who plan to major in Studio Art are strongly advised to seek an advisor in Studio Art at the time of their decision to major. All studio art majors are required to take a series of core courses and students will need to work closely with advisors to strive to complete these core courses by end of the 1st semester in the junior year. Students should expect to work two clock hours per week outside of class for each credit hour of a course.

Studio Art Major (B.A.)

Our BA students are encouraged to connect their Studio Art major with the curriculum of the college to realize individual approaches to Studio Art that are interwoven with science, social science, humanities and/or other fine art disciplines. A total of 48 credit hours are required, with ten courses coming from Studio Art and two courses from Art History, or another option is one course from Art History and one course from Philosophy (see description below).

12 courses (48 Credit Hours) total: 10 Studio Courses: 4 core courses to be completed by the end of 1st semester Junior Year: Arts 101 OR Arts 110 (or 170), one 2D course, one 3D course and one Time-based course (such as photo, video, performance art, animation or a web-based studio course). One 200 level studio elective. One semester of Junior Critique.

Senior Year: ARTS 401 + 300 level studio course or independent study in the fall semester senior year. ARTS 401 + 300 level studio course or independent study in the spring semester senior year. (Senior BA studio art majors are required to take the Visual Arts Practicum ARTS 401 during each semester of the Senior year in conjunction with either a 300-level course or an independent study in an area of studio concentration. All 300-level courses are repeatable.)

2 Art History/Theory Courses: Art History/Theory electives should be determined in consultation with the student's advisor. Students may choose any two Art History courses or one Art History course and PHIL 269: Philosophy of the Arts: Aesthetics to fulfill this requirement

All Studio Art majors (B.A. and B.F.A.) are required to participate in the group Senior Exhibition and are required to give a Gallery Talk in conjunction with the Senior Exhibition.

Studio Art Major (B.F.A.)

Students desiring a BFA degree should discuss their intentions with a member of the Studio Art faculty as soon as possible. Students are required to apply to the BFA program in the second semester of their sophomore year by presenting artwork made at Denison in an exhibition with fellow applicants. Prospective BFA candidates will then be required to meet in the exhibition with the Studio Art Faculty for a discussion about their work and reasons for pursuing the BFA degree. Upon acceptance into the BFA program, the department will notify the Registrar. BFA students are also subject to periodic review of their studio work by the Art faculty. A total of 72 credit hours are required, with a minimum of fourteen courses coming from Studio Art and three courses from Art History. Students may then choose one more elective from either Art Studio, Art History or PHIL-269: Philosophy of the Arts: Aesthetics.

18 Courses Total: 5 core courses to be completed by the end of 1st semester Junior Year: Arts101, ARTS 110 (or 170), one 2D course, one 3D course and one Time-based course (such as photo, video, performance art, animation or a web-based studio course). One semester of Junior Critique. 5 Electives: two 200 level studio electives, one 300 level studio elective or independent study and one more 200 or 300 level elective or directed study. The final elective may come from either Art Studio, Art History or PHIL-269: Philosophy of the Arts: Aesthetics.

NOTE: ARTS 110/170 cannot be used to fulfill the 2D course requirement for the BFA.

Senior Year: ARTS 401 + ARTS 451 – senior research in the fall semester senior year. ARTS 401 + ARTS 452 – senior research in the spring semester senior year. (Senior BFA studio art majors are required to take the Visual Arts Practicum ARTS 401 during each semester of the Senior year in conjunction with one year of senior research that will culminate in a solo or 2 person exhibition and an oral defense with a committee of 3 faculty 'readers'.) BFA candidates are required to meet with each committee member at least twice over the course of their senior year before the final defense, which takes place in the exhibitbition. Students are also required to produce their own catalogue/extended artist statement as part of their exhibition, articulating their thesis and key elements of their process in writing.

3 Art History/Theory Courses: Art History/Theory courses should be determined in consultation with the student's advisor. Students may choose any three Art History courses.

BFA students follow the college-wide General Education course requirements.

All Studio majors (B.A. and B.F.A.) are required to participate in the group Senior Exhibition and are required to give a Gallery Talk in conjunction with the Senior Exhibition.

Studio Art Minor

A minimum of six courses (five in Art Studio and one in Art History) should be taken as follows: ARTS 101, four elective Studio courses (one elective must be a 200-level Studio course), and one Art History or Art Theory course.

Course Offerings

Studio Art Foundation (ARTS-101) Directed at both non-art majors and majors, Studio Art Foundation (SAF) is a basic introduction to artistic practice in contemporary culture. Through an interdisciplinary approach and a technical understanding of multiple mediums, the course crosses borders between two-dimensional, three-dimensional and time based artistic disciplines. Campus wide events (lectures. concerts, exhibitions) are used as points of departure in the class to emphasize the critical nature of art making with other content areas of study, theory and research. **4**

Introduction to Drawing (ARTS-110) A studio course in the fundamentals of drawing in several media. Problems in still life. rendering. and perspective will be covered. along with historical and contemporary approaches to drawing. **4**

Introduction to Painting (ARTS-115) Historical and contemporary approaches to painting technique will be covered in readings and discussion and by working with painting materials. **4**

Introduction to Photography (ARTS-117) The photographic philosophy and digital process will be approached from historical and contemporary viewpoints with problems in light. form. texture and composition. **4**

Introduction to Ceramics (ARTS-121) A broad introduction to all ceramics potential. Clay working in sculptural as well as vessel-oriented directions. Slide presentations and discussions with references made to ceramic history as well as to contemporary ceramic art. Students are introduced to a variety of hand building techniques and are encouraged to pursue their individual creative potential. **4**

Introduction to Ceramics - The Wheel (ARTS-122) An introduction to producing Ceramic forms, both utilitarian and sculptural. using the potter's wheel. Image presentations and discussions will introduce students to the contemporary and historical role of Ceramics in art and material culture. Students are introduced to a variety of throwing techniques and surface treatments and are encouraged to pursue their individual creative potential. **4**

Introduction to Printmaking (ARTS-131) As a foundation course, emphasis will be on historical and contemporary concepts in art through the media of printmaking. The course will provide exposure to printmaking processes with direct involvement in one of the following: intaglio, screen printing and relief. Tools, materials and techniques will be fully covered regarding the featured printmaking process. Art issues such as format and content of visual images will be stressed as well as technical procedures for implementing the print. **4**

Introduction to Sculpture (ARTS-141) This course is an introductory course into sculpture. It will concentrate on developing sculptural thinking and working habits, the safe use of basic tools. understanding ways of seeing and the translation of experience into an arts practice. **4**

Special Topics in Studio Art (ARTS-165) Special topic courses with a focus on particular aspects of studio art at the introductory level. **4**

Introduction to Drawing for Majors (ARTS-170) A studio course in the fundamentals of drawing in several media. Problems in still life, rendering, and perspective will be covered, along with historical and contemporary approaches to drawing. **4**

Introductory Topics in Art (ARTS-199) A general category used only in the evaluation of transfer credit. **1-4**

Intermediate Drawing (ARTS-210) Continued experience in drawing with emphasis on contemporary techniques. Prime objective is increased capacity for responsive seeing and a deeper understanding of drawing as a total medium. Prerequisite: 110 or consent. **4**

Life Drawing (ARTS-211) Study from the human figure in charcoal and other media with emphasis on structure in line, value and color. Prerequisite: 110 or consent. **4**

Life Drawing (ARTS-212) Study from the human figure in charcoal and other media with emphasis on structure in line, value and color. Prerequisite: 110 or consent. **4**

Queer Graphix (ARTS-213) Through a series of drawing and printmaking projects, this studio art course seeks to explore and creatively express queer culture, aesthetics and GLBT art history, as well as notions of identity, gender, orientation and sexuality. Art students will employ traditions of journalistic comics, collage, screen-printing, photo-copies, community collaborative artistic work (zines) and research presentation projects to not only celebrate queer artistic practices but also reveal the often damaging impact society and politics has on self identity and expression. **4**

Intermediate Painting (ARTS-215) Continued painting experience with emphasis on developing individual concepts. Prerequisite: 115 or consent. **4**

Intermediate Photography (ARTS-217) A continuation of ARTS 117. Attention will be placed on generating, evolving and completing a cohesive body of digital photographic work. Prerequisite: 117 or consent. **4**

Ceramic History and Contemporary Practice (ARTS-220) The history of ceramics very closely parallels the development of civilization and culture across the planet. In this studio course, students will draw upon this long, rich history as inspiration for their own work and gain a deeper understanding of the context in which they and other contemporary artists are creating ceramic art. The primary emphasis of ceramic history and its impact on contemporary practice will be explored through image presentations, research, discussions and studio work. Students will use a variety of construction techniques and surface treatments to transform their ideas and research into objects and are encouraged to pursue their individual creative potential. No prerequisites. **4**

Intermediate Ceramics (ARTS-221) Students will hone the skills gained in previous ceramic courses and will focus on refining the application of learned techniques to produce visually and conceptually compelling work. Image presentations and discussions will lead to a deeper understanding of contemporary and historical ceramic art. Students will gain experience in different firing technologies and clay and glaze chemistry. Primary emphasis is on students' individual conceptual and technical development. Prerequisite: ARTS 121, ARTS 122 or Ceramic Multiples. **4**

The Ceramic Surface (ARTS-223) In this studio course students will explore the numerous options for surface expression in ceramic art making. One of clay's unique properties is the ability to faithfully record impressions in its surface - from the fingerprint of a potter to patterned designs stamped into the surface. Today, mark making on clay has caught up with technology, incorporating digital processes into the roster of print technique possibilities. Students will learn to make their own glazes, effectively use slips, glazes, china paints, lustres, print-transfers, photo-decals and alternative firing techniques. Students will explore the relationships between content, form and surface through the creative process, group critiques, readings, image presentations and discussions. Prerequisite: A Denison University Ceramic course or consent of instructor. **4**

Ceramic Multiples (Ceramics From Molds) (ARTS-224) In this studio course students learn to create ceramic objects using plaster molds, how to make casting slip, and the basics of kiln firing. We will explore the relationship between Art, Design and Craft, and students will be encouraged to push the boundaries of where these categories begin and end. Producing ceramic objects from molds allows for greater refinement of the object, unlimited possibilities of form and the potential of creating multiple replicas or variations on one form. Because of inherent associations with industry, technology, and mass-production, objects produced from molds offer unique conceptual possibilities that students will pursue through the creative process, group critiques, readings and discussions. Prerequisite: Any Denison University Studio Art course or consent of the instructor. **4**

Intermediate Printmaking (ARTS-231) Students may work with any printmaking processes in which they have had experience or with the consent of instructor. Processes available to Printmaking II students include: relief, lithography, intaglio or screen printing. Emphasis will be on continued technical and conceptual development. Prerequisite: 131 or consent. **4**

Installation/Site-Specific Art (ARTS-240) In installation art the space is considered like the blank sheet of paper of a drawing. Its goal is the transformation of spaces through the use of objects, images, color, etc. Site-specific art is art that is created in a certain space, where the place is part of the work and adds meaning to it. This Installation/Site-Specific Art studio class will focus on creating objects that will transform a variety of architectural spaces, in which the course and its participants will examine from multiple perspectives ranging from formal concerns to historical research and metaphorical opportunities. **4**

Intermediate Sculpture (ARTS-241) This course focuses on the search for art practices. The students have to develop projects starting out with specific themes that are discussed by the group, but the end product is personal depending on the individual conceptual and aesthetic development. **4**

Mixed Media Sculpture (ARTS-243) Combining theory and practice in the sculpture studio, this topical intermediate sculpture course focuses its central objective around an overarching relevant interdisciplinary theme that varies per semester. Along with theoretical readings and presentations, a series of sculpture projects will be developed by each student to explore the selected research theme created with a range of techniques and materials. Course materials may include plaster, wax, fabric, found objects, wood, and metal. The works will acquire meaning based not only on the form, but also on the material the work is made out of and its connotations. Importance will be given to the investigation on the theme, to the process of sculptural creation and to the end products, the final sculpture. **4**

Fiber Arts (ARTS-244) This studio art course is an introduction to the basic expressive potential of weaving and macrame to create two- and three-dimensional works. The use of natural and/or artificial materials will be introduced and a combination between structural and non-structural materials, to make the composition work as an image, object or installation. The artworks created will be the result of an analytic process guided by information acquired, the interpretation of that information and experiences lived by each participant of this class. **4**

New Media: Internet Art (ARTS-245) This course will focus on the artistic generation of meaning through the technology of new media. Within the art curriculum the challenge will be to work with this technically advanced medium for the purpose of personal expression. Instruction will be in the form of lectures, tutorials and demos and there will be a lab for introducing theory and works of electronic art/music for discussion and inspiration. Questions concerning our relation to and with digital media and the nature of the electronic arts and their potential to be interactive will be probed throughout the semester. **4**

Special Topics in Studio Art (ARTS-264) 4

Special Topics in Studio Art (ARTS-265) 4

Performance Art (ARTS-267) This studio art course will focus on processes of creating and executing actions that may have an artistic content. In this course the participants will generate actions that will be performed. Prior to the execution of artistic actions the participants will be exposed to a wide range of artistic performances from different backgrounds, ritualistic actions in different cultures from ancient to contemporary. We will be working on the approach to art practices from the production of meaning and the relationship between art and life. The main objective is to use actions as a way of discovering arts practices. This course fulfills the Oral Communication general education requirement and a Fine Arts Division requirement. **4**

Intermediate Topics in Art (ARTS-299) A general category used only in the evaluation of transfer credit. **1-4**

Introduction to Animation (ARTS-308) Animation is the illusion of motion created by the consecutive display of slightly varying drawings or models of static elements. In this course, students we learn the fundamentals of traditional animation techniques, as well as cover many aspects of the more experimental contemporary forms of stop-motion animation processes. Students will be given several animation "studies" over the course of the semester that will offer them experience with different types of stop-motion and computer key-framed techniques, as well as experience in story-boarding, sound recording, character movement and rig development, and post digital effects work. In addition to workshop projects, students will be exposed to outside readings and film viewings. **4**

Advanced Drawing (ARTS-310) Continued drawing experience with emphasis on developing individual skills, concepts and expression. Prerequisite: 210 or consent. **4**

Advanced Painting (ARTS-315) Continued painting experience. Prerequisite: 115 or consent of instructor. **4**

Advanced Photography (ARTS-317) Students also are directed into a critical analysis of photography from a theoretical, technical and historical perspective and are introduced to the medium format camera. Prerequisite: 117 or consent of instructor. **4**

Advanced Ceramics (ARTS-321) This course requires a working knowledge of the ceramic process. Students work in depth, developing a personal approach to the medium, acquiring greater competency in terms of concept and technique. Prerequisite: 121, 221 or consent. **4**

Advanced Printmaking (ARTS-331) Students may work with any printmaking process in which they have had experience or with the consent of instructor. Processes available to Printmaking III students include: relief, lithography, intaglio or screen printing. Experimentation and innovation, both conceptually and technically, will be stressed for the advanced student. Prerequisite: 231-232. **4**

Advanced Sculpture (ARTS-341) Prerequisite: 241-242. **4**

Junior Arts Practicum (ARTS-345) Through independent project work, readings, oral presentations, and individual/group discussions, this course will focus on the universal studio practice of critiques to further develop student skills to describe, analyze, interpret and understand their own artwork and its goals as well as the work of others. Students will also pursue research throughout the semester to make important connections between their creative practice and the art historical/theoretical context in which they work. This course is required for all studio art majors. **4**

Directed Study (ARTS-361) For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, graphics, or history and criticism. **1-4**

Directed Study (ARTS-362) For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, graphics, or history and criticism. **1-4**

Independent Study (ARTS-363) 1-4

Independent Study (ARTS-364) 1-4

Advanced Special Topics (ARTS-365) 4

Advanced Topics in Art (ARTS-399) A general category used only in the evaluation of transfer credit. **1-4**

Senior Art History Project (ARTS-400) Studio, B.A., B.F.A. **3**

Visual Arts Practicum (ARTS-401) Theory and creative practice in selected areas of the visual arts. Majors are required to enroll in the Visual Arts Practicum twice in their senior year in conjunction with a 300-level course in their area of specialization. This class is for Studio Art majors only or by permission of instructor. **4**

Senior Research (ARTS-451) 4

Senior Research (ARTS-452) 4

Astronomy

Faculty

Associate Professor Daniel C. Homan, Chair

Professors Steven D. Doty, N. Daniel Gibson, C. Wesley Walter; Associate Professors Kimberly A. Coplin, Daniel C. Homan; Assistant Professors Steven Olmschenk, Riina Tehver; Technician/Machinist David Burdick; Academic Administrative Assistant Beth Jeffries

Departmental Guidelines and Goals

Astronomy 100 is a course in Descriptive Astronomy, designed explicitly for the non-physics major student, and may be used to satisfy one course of the science division requirement. The student who desires preparation for graduate work in Astronomy, Astrophysics, or Space Physics should pursue a major in Physics with a minor in Astronomy and is encouraged to consult early with faculty in the Physics and Astronomy Department. See Physics Department section.

Astronomy Minor

Minimum requirements for a Minor in Astronomy are Physics 125 or 200, 126, 127, 220, 305, 306 and 312, Astronomy 100, at least two upper division Astronomy courses totaling 4-8 credits, and Mathematics 123 and 124. (Students who have taken Physics 121-2 should consult with the Chair about requirements.) The experimental course, Physics 312, may be modified to reflect the student's interest in Astronomy. Students in class year 2012 and 2013 should consult with the Department chair about the requirements. Early consultation with the Department is strongly advised. See the Physics Department section of the catalog.

Course Offerings

Current Topics in Astronomy (ASTR-100) This course is designed primarily for the non-physics major student who wishes to better understand the nature of the universe. Topics will be chosen from such areas as the history of astronomy, naked eye observations, the planets and moons, the origin of the solar system, stellar classification, stellar evolution, galactic astronomy, and cosmology. Course and laboratory work will explore the physical and observational background for these topics with an emphasis on the quantitative nature of modern astronomy. Two or three lectures per week; one two-hour laboratory each week. This course satisfies the quantitative general education requirement. No previous training in physics is required, however mathematical preparation is assumed to include high school algebra and trigonometry. (Offered each semester) **4**

Introductory Topics in Astronomy (ASTR-199) A general category used only in the evaluation of transfer credit. **1-4**

Intermediate Topics in Astronomy (ASTR-299) A general category used only in the evaluation of transfer credit. **1-4**

Special Topics in Astronomy (ASTR-311) This course is to provide qualified students with the opportunity to pursue experimental and/or theoretical work in one or more of the areas of Modern Astronomy. Offered in 2010-2011 spring semester, "Observational Astronomy with Optics." Prerequisite: PHYS 122 or 127 and PHYS 200 concurrent or consent. (Not offered every year) **4**

Special Topics in Astronomy (ASTR-312) This course is to provide qualified students with the opportunity to pursue experimental and theoretical work in one or more of the areas of Modern Astronomy. Prerequisites: Junior standing or consent. (Not offered every year) **4**

Advanced Topics (ASTR-340) Independent work on selected topics at the advanced level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit. Prerequisites: Junior standing and consent of chairperson. **1-2**

Directed Study (ASTR-361) Prerequisite: Consent of chairperson. **1-4**

Directed Study (ASTR-362) Prerequisite: Consent of chairperson. **1-4**

Independent Study (ASTR-363) **1-4**

Independent Study (ASTR-364) **1-4**

Advanced Topics in Astronomy (ASTR-399) A general category used only in the evaluation of transfer credit. **1-4**

Senior Research (ASTR-451) Prerequisite: Physics 312 or consent of chairperson. **4**

Senior Research (ASTR-452) Prerequisite: Physics 312 or consent of chairperson. **4**

Athletic Training

Faculty

Associate Professors: Brian Hortz, Eric Winters

Assistant Professors: Gail Murphy, Tiffany Ozbun

Athletic Training Major

The athletic training major is a curriculum that facilitates student understanding within the area of human health and function. Throughout this major students are challenged to make use of contemporary theories in order to comprehend the principles from which human health is restored, maintained, and enhanced. Substantive knowledge within the subject is reinforced through simulated clinical practice in which students prepare appropriate intervention strategies for selected dysfunctions. During the second and fourth year students must complete a seminar course (PHED 350-91) within which they observe the practices of a clinical expert within one of the various fields associated with the body of knowledge.

Required courses: BIOL 334, PHED 172, 204, 325, 340, 344, 345, 350, 420, 421, 435, 438, 439, 441.

Course Progression The athletic training major is a curriculum that, in general, develops according to a desired progression. For this reason many students will be well served if they follow a suggested course progression. This suggested course progression however is not mandated by the major. During the first year, athletic training students should consider completing, PHED 172, 204, and 340. During the second year the student may complete PHED 441, 344, and 350-91. The third year student should consider completing PHED 325, 420, 421, and 435. This progression allows the fourth-year student to complete the major by finishing the upper division BIOL 334 and PHED 345, 438, 439, and a second section of 350-91. While this course progression is desirable for many students, clearly there will be a variety of situations that require students to alter their individual course progression. Prospective majors are invited to consult with a member of the athletic training faculty for additional guidance.

Athletic Training Education Program (ATEP) The student who chooses to major within athletic training might also have the option to apply to our Athletic Training Education Program (ATEP). The ATEP is a competitive and intensive program that extends the athletic training major in order to facilitate student progression within patient care. The ATEP is designed to provide selected students with an opportunity to become an Athletic Trainer.

The Denison University ATEP is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The mission of our program and the National Athletic Trainers' Association is to enhance the quality of health care that is provided to individuals who are physically active by working closely with physicians and other allied health professionals. Before a student can practice athletic training as a professional, the student must graduate from an accredited ATEP and pass the national certification examination. Many states also require athletic trainers to obtain a professional license prior to initiating their practice in athletic training. Please note, the Denison University ATEP will not be accepting applications after the 2012 - 2013 academic year. The ATEP will be terminated after the 2016 graduating class.

Athletic training majors who are not formally admitted into the ATEP will not be eligible to take this national certification examination upon graduation. Therefore students who express a desire to become athletic trainer upon graduating from Denison University must prepare an ATEP application prior completing their first year of undergraduate school. The first required step in preparing this ATEP application is to follow exactly the desired course progression presented previously. Students who are interested in this ATEP can contact Dr. Winters for admission material and procedures. Students can also refer to the Denison University ATEP web-site for admission information at www.denison.edu/athletics/departments/physicaleducation/atep_home.html [link1].

It is expected that ATEP students will successfully complete all requirements within three years of being admitted. In order to be eligible for graduation from this ATEP, students must satisfy each of the following criteria.

Administrative

- Formally admitted into the ATEP.
- Be compliant with the ATEP Technical Standards.
- Maintain professional malpractice liability insurance policy.
- Have transportation to external professional experience sites.
- Adhere to the profession's ethics.
- Complete annual blood borne pathogen workshop.
- Satisfy all requirements for graduation established by the University.

Didactic

- Earn a minimum grade of C- in each of the required courses.

Clinical

- Accrue 3-semester hours of academic credit by completing each of the six clinical education courses, PHED 350-81 through PHED 350-86

External Professional Experiences

- Acquire 40 hours of observation at an assigned family medical clinic.
- Acquire 20 hours of observation at an assigned orthopedic clinic.
- Acquire 20 hours of observation at an assigned podiatry clinic.
- Acquire 20 hours of observation at an assigned high school.
- Acquire 20 hours of observation at an assigned physical therapy clinic.

Clinical Field Experience

- Achieve at least 590 hours of supervised clinical field experience. These hours are accumulated within the clinical education course series PHED 350-81 through PHED 350-86.

Biology

Faculty

Associate Professor Jessica Rettig, Chair

Professors Eric C. Liebl, Tom D. Schultz ; Associate Professors Warren D. Hauk, Rebecca N. Homan, Kristina S. Mead, Jessica E. Rettig, Laura A. Romano, Geoffrey R. Smith, Jeffrey S. Thompson, Christine L. Weingart, Lina I. Yoo; Assistant Professors Ayana Hinton, Clare C. Jen, Andrew C. McCall, Heather J. Rhodes; Visiting Assistant Professor Tessa L. Carrel; Academic Administrative Assistant Jenny Etz; Lab Manager/Bioreserve Manager Whitney Stocker

Departmental Guidelines and Goals

The Department of Biology endeavors to provide a comprehensive foundation in concepts and skills across the breadth of biology through an introductory core of three courses that prepares students for a deep exploration of sub-disciplines and research methods through subsequent advanced courses. The core covers the major concepts of biology and basic skills of acquiring and processing information, problem solving, and analyzing data. Our program then allows students the flexibility to explore specific areas of biology in depth through a suite of advanced courses in which they can expand and apply their knowledge and skills.

The major prepares students for careers in science and related fields as well as graduate and professional schools (including pre-medical, pre-dental and pre-veterinary studies), while allowing students the flexibility to design the program that best suits their specific interests and career goals. In addition, biology majors are offered the opportunity to collaborate with faculty in research and laboratory instruction; to present exceptional work at professional meetings; and to assist in the maintenance of the 350-acre Biological Reserve. Related programs in Medicine, Dentistry, Medical Technology, Forestry and Natural Resources are described under Pre-Professional Programs.

Biology Major

Requirements for Biology Majors Students majoring in Biology (B.A. or B.S.) should complete the three Biology core courses, Introduction to the Science of Biology (150), Cell and Molecular Biology (201) and Ecology and Evolution (202) preferably by the end of their second year. The Department of Biology recommends strongly that students earn a C or better in each of the three core courses before proceeding to 300-level courses. The major requires two semesters of Principles of Chemistry (CHEM 131 and 132; grades of C or better are recommended strongly), five or six 300-level advanced courses (depending on the degree sought), one of which must be designated a "biological diversity" course. Advanced Senior Research (452) is credited as a 300-level course. Any combination of advanced courses may be taken to provide a concentrated preparation in a specific discipline or a broader survey of advanced topics. Directed Study (361, 362), Independent Study (363, 364), and Senior Research (451) are not counted as 300-level advanced courses toward the requirements for majors. It is strongly recommended that majors consult with a Biology advisor in order to design the most appropriate suite of advanced courses for that student.

Student majoring in Biology must satisfactorily complete Biology Assessment I (BIOL 300 - core curriculum assessment exam) and Biology Assessment II (BIOL 301 - senior interview) in order to graduate.

Bachelor of Arts in Biology The requirements for the Bachelor of Arts degree in Biology consist of the three core courses (Biology 150, 201, 202), five 300-level biology courses (one of which must be a designated "biological diversity" course), and one year of Principles of Chemistry (Chemistry 131 and 132). Advanced

Senior Research (452) is credited as a 300-level course. Directed Study (361, 362), Independent Study (363, 364) and Senior Research (451) are not counted as 300-level advanced courses.

Bachelor of Science in Biology The requirements for the Bachelor of Science degree in Biology consist of the three core courses (Biology 150, 201, 202), six 300-level biology courses (one of which must be designated a "biological diversity" course), one year of Principles of Chemistry (Chemistry 131 and 132) and five additional courses in mathematics or science. Advanced Senior Research (452) is credited as a 300-level course. Directed Study (361, 362), Independent Study (363, 364) and Senior Research (451) are not counted as 300-level advanced courses. Students pursuing a B.S. in biology increase their experience in biology and become more broadly trained in the sciences. Thus these students fulfill the B.S. by taking an additional biology course beyond the requirement for a B.A. and by taking five additional non-biology science or math courses, with no more than three taken in a single department or program. Because the B.S. trains students more liberally as scientists, students are encouraged to fulfill these non-biology courses by selecting classes that "do" science, such as classes that include laboratories. However, any non-biology course within the science division, any environmental studies (ENVS) science course, or Applied Anatomy (PHED 204) will fulfill the B.S. requirement. Biology majors preparing for medical school or most graduate programs, and enrolling in Fall 2012, are advised to take Intermediate Organic Chemistry (CHEM 251) and Biochemistry (CHEM 258), General Physics (Physics 121-122), and two semesters of college-level math (e.g., Calculus (Math 121,123,or 124) or Statistics (Math 102)).

Biology Minor

The Biology Minor consists of six courses in Biology. All students electing a minor in Biology must complete the three core courses (Biology 150, 201, 202) plus one semester of chemistry (Chem 131) and three additional 300-level courses. Senior Research (451), Advanced Senior Research (451), Directed Study (361, 362) and Independent Study (363, 364) are not counted as 300-level advanced courses. One of the 300-level courses must be designated a "biological diversity" course.

Biological Diversity Courses: Courses that fulfill the biological diversity requirement emphasize the importance of scientific studies at the level of the whole organism. In these courses students gain a holistic perspective on the study of organisms, explore a variety of living forms through a broad survey of taxa, and evaluate the role of phylogenetic history in taxonomy. Students also use careful observation to learn morphology and diagnostic traits, identify organisms to meaningful taxonomic units, and learn the principles of scientific nomenclature. The 300-level biology courses designated as biological diversity courses are: BIOL-312 Herpetology, BIOL-313 Vertebrate Zoology, BIOL-317 Diversity of Microorganisms, BIOL-320 Plant Systematics, BIOL-326 Plant Evolution & Reproduction, and BIOL-327 Biology of Insects.

Additional Points of Interest

Students may complement their major in biology through study off-campus. Denison University is a member of several consortia that offer course credit through off-campus programs. Those with course offerings relevant to Biology students include: the School for Field Studies, the SEA Semester, the Organization of Tropical Studies, the Duke University Marine Laboratory, the Semester in Environmental Science, the Oak Ridge National Laboratory, the Institute for Study Abroad, Denmark's International Study Program, and the Associated Colleges of the Midwest Wilderness Field Station. The Department of Biology is committed to awarding credit for courses offered through those programs that provide a sufficient focus on biological concepts and methods (lecture and laboratory). With prior approval from the department, a maximum of two off-campus courses may be credited as advanced electives and counted toward the requirements of the major. The Richard C. and Linda G. Seale Scholarship provides support to qualified Denison students for participation in summer courses at the Duke University Marine Laboratory. Financial aid may be available for other off-campus programs.

Courses for Non-Majors Non-majors are invited to take Modern Topics in Biology (100, 103, or 104), courses designed to explore scientific inquiry and biological concepts through specific topics in the instructor's area of expertise. Introduction to the Science of Biology (150) may be taken by any student to fulfill the General Education requirement for science, but is recommended only for Biology and related majors. Students with Advanced Placement or International Baccalaureate credit in Biology may receive credit for Biology 100 without General Education credit. In addition, students who have had extensive biology training in secondary school may petition the Biology department for Biology 100 credit without General Education credit. However, such petitions must be made before the completion of the student's third year at Denison.

Biology and Environmental Studies Students with an interest in both Biology and Environmental Studies may pursue a major in Biology with a minor in Environmental Studies, or a major in Environmental Studies with a concentration in biology. Students are advised to choose the programmatic path that best suits their post-graduate goals, and to seek early consultation with faculty in Biology and/or Environmental Studies.

Biology and Neuroscience Students with an interest in both Biology and Neuroscience may pursue a major in Biology with a concentration in Neuroscience. Students interested in this option should consult with a faculty member early in their career.

Course Offerings

Modern Topics in Biology (BIOL-100) This course for non-majors is intended to promote scientific literacy. Topics will vary with the instructor, but each edition of the course will focus on a specific topic as a vehicle for exploring the essentials of biology and the scientific method. This course satisfies the G.E. lab science requirement. Biology 100 may not be counted toward the major in biology. Three class periods and one laboratory weekly. **4**

Modern Topics in Biology (BIOL-103) This course for non-majors is intended to promote scientific literacy and quantitative reasoning. Topics vary with the instructor, but each edition of the course will focus on a specific topic as a vehicle for exploring the essentials of biology and the scientific method. This course satisfies the G.E. lab science requirement as well as the quantitative reasoning requirement. Biology 103 may not be counted toward the major in biology. Three class periods and one laboratory weekly. **4**

Modern Topics in Biology (BIOL-104) This course for non-majors is intended to promote scientific literacy and oral communication. Topics will vary with the instructor, but each edition of the course will focus on a specific topic as a vehicle for exploring the essentials of biology and the scientific method. This course satisfies the General Education lab science requirement as well as the oral communication requirement. Biology 104 may not be counted toward the major in biology. Class meets for two (80 minute) or three (50 minute) periods per week plus a three-hour laboratory. **4**

Introduction to the Science of Biology (BIOL-150) This course is the first biology course biology majors take and is not recommended for non-majors. It is a course that introduces students to core concepts of modern biology through active participation in biological investigations. Topics include reproduction, Darwinian evolution, energetics, organisms' response to stimuli, and organismal structure and function. Imbedded throughout the course are many of the skills expected of practicing biologists including the ability to develop hypotheses and analyze and interpret data, the ability to present scientific data, scientific writing, and a familiarity with the scientific literature. This course satisfies the Quantitative Reasoning requirement. Three class periods and one laboratory weekly. Offered Fall and Spring semesters. **4**

Introductory Topics in Biology (BIOL-199) A general category used only in the evaluation of transfer credit. **1-4**

Cell and Molecular Biology (BIOL-201) The study of cellular structure and function from a molecular perspective. The organization and molecular composition of cells is examined, with a particular emphasis on distinctions between the prokaryotic and eukaryotic domains. Major cell functions studied include membrane transport, signal transduction, and eukaryotic cell cycle regulation. The molecular basis of genetic expression is addressed, including topics such as DNA replication, transcription, translation, and associated regulatory processes. Evolution is also explored from the perspective of cellular and molecular biology. Prerequisites: BIOL 150 or Consent of Instructor. Chemistry 131 pre- or co-requisite. Three class periods and one laboratory weekly. Offered Fall and Spring semesters. **4**

Ecology and Evolution (BIOL-202) This course explores the fundamental biological concepts of ecology and evolution and integrates them in a study of the interactions between organisms and their environment and how those interactions shape the history of life on Earth. With a thorough understanding of population genetics and natural selection, this course addresses ecological questions at the level of the individual, population, community and ecosystem. A common thread that binds the course is the role of deterministic and stochastic processes in shaping ecological systems and macroevolutionary patterns. Prerequisite: BIOL 150 or Consent of Instructor. Three class periods and one laboratory weekly. Offered Fall and Spring semesters. **4**

Minor Problems (BIOL-250) A research problem (library or laboratory) of limited scope which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal department requirements. **1 or 2**

Intermediate Topics in Biology (BIOL-299) A general category used only in the evaluation of transfer credit. **1-4**

Biology Assessment I (BIOL-300) A pass/fail course used to track all biology majors' completion of the required assessment exam covering the Biology core. Earning the required S (pass) in this course entails attending an information session explaining the exam and taking the assessment exam in good faith. Offered Fall and Spring semesters. **0**

Biology Assessment II (BIOL-301) A pass/fail course used to track all biology major's completion of the required senior interview. Earning the required S (pass) in this course entails attending an information session explaining the biology department's senior interview and completing the senior interview in good faith. Seniors enroll in BIOL 301 in their last semester at Denison. **0**

Biochemistry (BIOL-302) A study of the chemical and physiochemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include the isolation and study of properties of biological compounds. Prerequisites: CHEM 224 and Biology 201. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Organic Chemistry II (CHEM 224) and Molecular Biology (BIOL 201). Offered in the fall semester (also as Chemistry 302). Three class periods weekly plus laboratory. Safety glasses required. Note that due to curricular changes, BIOL 302 will not be offered after 2012-2013. **4**

Biodiversity Through Time (BIOL-308) An introduction to the study of fossil invertebrates with emphasis on preservation, taphonomy, diversity trajectories through geologic time, evolutionary mechanisms, extinction, paleobiology and paleoecology. Special emphasis will be placed on using fossils to interpret ancient depositional environments. Labs will introduce the student to the major invertebrate phyla commonly preserved in the geologic rock record. Prerequisite: GEOS 210 or BIOL 202. (Normally offered Fall Semester in alternate years) **4**

Computational Biology (BIOL-309) As large and complex data sets have become more prevalent in biology, computer algorithms for analyzing the data have become critical, driving the need for scientists with expertise in both fields. This interdisciplinary course will explore this intersection, examining the biology and the computational methods behind a variety of interesting and important problems. Students will initially work with a single instructor to build a background outside of their own discipline (Biology students with a Computer Science instructor, CS students with a Biology instructor), followed by a merging of the two groups into a single team-taught class, which will investigate a series of biological problems with a computational focus. The laboratory portion of the course will involve students working together in multidisciplinary groups to design algorithms to investigate these problems, as well as undertaking a self-designed "capstone" project at the end of the term. BIOL 309 Prerequisites: Biology core or consent. Students are also strongly encouraged to have taken CS 111. **4**

Wetland Ecology (BIOL-310) This course is a comprehensive study of wetland ecology, management, and policy. The main emphasis is on biological, chemical, and physical aspects of major wetland ecosystems found in North America. The course also deals with valuation, classification, and delineation of wetlands. A significant portion of the course focuses on local and regional wetland ecosystems: their history, ecology, and current status. Labs will be field-based explorations of the biology, chemistry, and ecology of these regional wetlands. Prerequisite: BIOL 202 or consent. **4**

Herpetology (BIOL-312) Herpetology is the study of amphibians and reptiles, two diverse taxonomic groups that share the characteristic of being ectothermic vertebrates. This course will examine three main areas of herpetology: 1) the evolutionary relationships and biogeographical histories of these taxonomic groups, 2) comparative physiology, and adaptations of amphibians and reptiles to their natural environments, and 3) the ecology of the herpetofauna, as well as conservation issues, with a focus on amphibians. Emphasis will be placed on the critical reading of primary literature on both historical and current issues in herpetology, as well as on gaining hands-on experiences with amphibians and reptiles. Laboratories will include comparative studies of physiology and field studies of native Ohio amphibians and reptiles, making extensive use of the Denison University Biological Reserve. Prerequisites: Biology core or consent. Herpetology qualifies as a "biological diversity" course for the major. **4**

Vertebrate Zoology (BIOL-313) In this course we investigate the biology of vertebrates. In particular, we will be considering the many ways in which vertebrates interact with and respond to their environment, and thus this course will emphasize the evolution, ecology, and physiology of vertebrates. Laboratories will focus on the biology of local vertebrates, and will consist of field and laboratory exercises, as well as field research projects. We will make extensive use of the Denison University Biological Reserve. Prerequisite: Biology core or consent. Vertebrate Zoology qualifies as a "biological diversity" course for the major. This course satisfies the Oral Communication requirement. **4**

General Microbiology (BIOL-315) This is an introductory course in microbiology emphasizing the general structure, occurrence, habitats, and types of bacteria, viruses, and eukaryotic microbes. Mechanisms of pathogenicity and host defense strategies also are discussed. The course structure includes small group activities, student presentations, traditional lectures, and discussions of scientific literature. Laboratory emphasis is placed on the fundamental techniques of microbiology (i.e., staining, microscopy, and streak plating) and self-designed investigative labs. Students may either take General Microbiology (BIOL 315) or Diversity of Microorganisms (BIOL 317) during their academic career, but not both courses. Prerequisite: Biology core or consent. **4**

Virology (BIOL-316) Virology is a course that will examine the diversity of plant, animal, and bacterial viruses. Emphasis will be placed on topics such as molecular interactions between the host and virus, the genetics and chemical nature of viruses, and the replication strategies of viruses. This course also will examine how viruses cause disease, how they are used in biotechnology, and their overall impact on society. The structure of the course will provide peer learning activities, class discussions of primary literature, and traditional lectures. The structure of the laboratory will allow students to develop and test their own hypotheses while learning bacteriophage and tissue culture techniques. Prerequisite: Biology core or consent. **4**

Diversity of Microorganisms (BIOL-317) This course examines the remarkable environmental, physiological, and metabolic diversity of prokaryotic and eukaryotic microorganisms (i.e., bacteria, protists, algae, & fungi). More specifically, diversity will be studied in terms of taxonomy and phylogeny, the ability of species to live in various environments, and the application and value of genomics in diversity. Emphasis will be placed on the reading of primary literature, and on using that information to make connections with class lectures and generate hypotheses that will be tested in the laboratory. The structure of the course includes traditional lectures, class activities, and student presentations. Prerequisite: BIOL 150, 201, & 202, or consent. Diversity of Microorganisms qualifies as a "biological diversity" course for the major and minor. Students may either take General Microbiology (BIOL 315) or Diversity of Microorganisms (BIOL 317) during their academic career, but not both courses. **4**

Plant Systematics (BIOL-320) In Plant Systematics students learn how major groups of vascular plants are classified, named, and identified. We study approximately 50 plant families concentrating on native representatives (using living plant material whenever possible), learn how to use keys and floras to identify local species, and learn how to find information about plants in traditional and electronic sources. Understanding evolutionary relationships among the families studied is a central theme. This course provides important background for students planning to do fieldwork in ecology, plant-animal interactions, environmental education, and related subjects. Prerequisite: Biology core or consent. Plant Systematics qualifies as "biological diversity" course for the major. **4**

Plant Ecology (BIOL-321) In this course we will explore how plants interact with their environments and with other organisms, including man. We will begin at the individual level, learning how plants obtain resources from abiotic sources and through mutualistic interactions with bacteria and fungi. We will also consider how the theories of plant community ecology developed in the early 20th century and why they are pertinent today. Students will also have the opportunity to read and critique primary literature from leading journals in the field. Finally, we will develop several projects to be completed at the Denison Biological Reserve during the term for lab projects. These projects will be student-inspired and driven, with the hopes that they will contribute to our understanding of our immediate surroundings at Denison. Prerequisite: Biology core or consent. **4**

Developmental Biology (BIOL-324) Every multicellular organism begins its life as a single cell. Developmental biology is the study of the progression from this single cell to a complex, multicellular organism. Recently the powerful tools of molecular biology have linked the fields of embryology and genetics to reveal how cells, tissues, organs, and organisms develop. Especially striking is the conservation of molecules and mechanisms that underlie developmental processes in different organisms. This course provides an overview of the major features of early embryonic development in animals, and the mechanisms (molecular mechanism when known) that underlie them. We focus on two major aspects of developmental biology: (1) How is the basic body plan established? How does the basic organization of the embryo arise from the fertilized egg? What are the cellular mechanisms underlying morphogenesis and the appearance of pattered structures in the embryo? (2) How do parts become different in the embryo? Prerequisite: Biology core or consent. **4**

Genetics (BIOL-325) This course provides a detailed and up-to-date understanding of genetics, an appreciation of how genetics affects our lives everyday from the supermarket to the doctor's office, and a realization of the applications of genetics to virtually every discipline of biology. We focus on three major areas of genetics: (1) Molecular genetics: Thinking about genetics on the DNA level - everything from DNA sequencing to mutagen testing. (2) Mendelian genetics: Thinking about genetics on the gene level-everything from inheritance to recombinational mapping. (3) The application of both molecular and Mendelian genetics to study biological processes. We start by seeing how genetic techniques can be used to dissect almost any biological process and end up answering questions such as: How does genetic disease screening work? How are genes cloned from complex organisms such as mice or even humans? How does gene therapy work? In the laboratory we carry out both molecular experiments and classical genetic experiments. Prerequisite: Biology core or consent. **4**

Plant Evolution and Reproduction (BIOL-326) In this course we will explore the evolutionary relationships and histories among the major groups of plants, both terrestrial and aquatic. We will pay particular attention to their modes of reproduction and the structures that facilitate gamete production and dispersal. We will learn how plant physiology and developmental mechanisms have allowed taxa to persist or make major transitions among different environments over time. Class reading material will consist of the primary literature and will be presented by students every week. For the laboratory component we will have one overnight trip to Hocking Hills on a weekend in September to examine and identify plants in their natural habitat, as well as shorter trips to Blackhand Gorge and the Dawes Arboretum. We will also plan together and complete a semester-long project on the effects of environment on the development of reproductive structures in the model plant, Arabidopsis thaliana. Plant Evolution and Reproduction qualifies as a "biological diversity" course for the major. Prerequisite: Biology core or consent. **4**

Biology of Insects (BIOL-327) In this course we will explore the world of insects and their interactions with other species. Our central focus will be to survey insect diversity and explore how various orders, families, and species are adapted through evolution to their specific environment. But we will also use that diversity as a lens through which we will examine major concepts in biology. Topics of discussion will include the following: plant-insect coevolution, mating systems, anti-predator defenses, eusocial behavior, parasitism, disease transmittance, insect conservation, and control of agricultural pests. Laboratory will involve collecting insects in the field (including at times outside of class hours), identification, and preparing a collection. Biology of Insects qualifies as a "biological diversity" course for the major. Prerequisite: Biology core or consent. **4**

Evolutionary Developmental Biology (BIOL-333) Evolutionary developmental biology (or "evo-devo") is an exciting interdisciplinary field of research that seeks to understand how developmental mechanisms have evolved to produce differences in the anatomy, physiology, and behavior of organisms. This course will begin with an overview of basic concepts in developmental biology. Students will then learn about the genes responsible for specific processes and examine the functional consequence of changes in their expression during embryonic development. (For example, students will learn about the genes that regulate eye development in vertebrates, and then examine how changes in their expression have led to organisms with different types of eyes, or no eyes at all!) In lab, students will conduct a semester-long project designed to provide insight into the process by which biologists explore the evolution of developmental mechanisms. In particular, the project will involve cloning genes and analyzing their DNA sequences using a variety of bioinformatic tools. Prerequisite: Biology core or consent. **4**

Comparative Animal Physiology (BIOL-334) This course is a comparative study of how animals perform their life-sustaining functions. We'll use a wide variety of animal examples to explore the physiology of metabolism, digestion, thermoregulation, muscles, and the cardiovascular, respiratory, and osmoregulatory systems. This course will examine the adaptive significance of physiological traits at the molecular, tissue, organ and whole organism level. In addition, it will stress the ways that physiology and ecology interact, currently and over evolutionary time. Students will participate in several course labs and then design their own physiology experiments. Students may not dual enroll in BIOL 334 and BIOL 335 in the same semester. Prerequisite: Biology core or consent. **4**

Human Physiology (BIOL-335) In this course we will examine the physiology and anatomy of the major systems of the human body, including the cardiovascular, nervous, muscular, endocrine, renal, and digestive systems. We will study how the body functions to sustain life and maintain homeostasis from the level of single cells up to multi- organ systems. The course will also incorporate discussions of disease processes when the body fails to function as it should. Students will participate in lab exercises examining the function of their own human bodies and will design their own physiology experiments. Students may not dual enroll in BIOL 334 and BIOL 335 in the same semester. Prerequisite: Biology core or consent. **4**

Animal Behavior (BIOL-340) In this course we study the proximate and ultimate causes of animal behavior from an evolutionary perspective. Topics include the genetic, developmental and neural bases of behavior as well as behavioral strategies of habitat choice, foraging, defense, courtship, parental care and sociality. The laboratory will include several multi-week experiments designed to test hypotheses concerning behaviors observed in the field and lab. There will be a strong emphasis on data analysis and interpretation, and use of the primary literature. Prerequisite: Biology core or consent. **4**

Immunology (BIOL-341) This course is a study of concepts in immunology, focusing on the cellular and molecular aspects of the immune system in humans and other animal models. We will delve into subjects allowing students to understand the fascinating and complex mechanisms with which our immune systems defend our bodies against a constant barrage of infectious microorganisms. Topics covered include immune cell development and function, specific and non-specific immune responses to infection, immunogenetics, vaccination, and clinical disorders of the immune system such as allergies, immunodeficiency diseases, and autoimmunity.Laboratory exercises will utilize immunological techniques to address questions pertaining to the molecular function and specificity of the immune system. Prerequisite: Biology core or consent. **4**

Eukaryotic Cell Biology (BIOL-345) This course will be an in-depth examination of fundamental cellular functions, with an emphasis on how disturbances in these functions lead to disease. Areas covered in the course include intracellular trafficking, cytoskeleton and cell motility, adhesion, signal transduction, cell cycle, and apoptosis. Laboratories will involve learning current methods to analyze biological processes in cells. Prerequisite: Biology core or consent. **4**

Introduction to Neurophysiology (BIOL-349) We will use neurophysiology and neuroanatomy to understand the links between molecules, cells, systems, and ultimately behavior. The course will start with an exploration of neurons and signaling within and among cells. We will then examine some sensory and motor systems. The last portion of the course will examine the whole animal in a neurophysiological context. The classroom portion of the course consists of lectures, discussion of the text and of research articles, problem sets, analysis of case studies, and other activities. The laboratory component will involve a mixture of behavioral, anatomical, and physiological studies on vertebrate and invertebrate animals, electronic modeling of nerve circuits, and computer simulations of nerve activity. The labs are designed to introduce students to some fundamental neurophysiological techniques and to a variety of study organisms, and to strengthen experimental design and analysis skills. Prerequisite: Biology core or consent. **4**

Genomics (BIOL-350) Genomics is the study of genomes, the entire collection of genetic information found in a specific organism. This field of study attempts to understand how all of the genes in a given genome cooperatively function to orchestrate the biological activities within the organism. The genomic DNA sequences of hundreds of species have been determined, including humans, providing a wealth of information about the genetic composition and evolutionary relatedness of species. This course will introduce students to the fundamental concepts in genomics, including how genome sequences are assembled, how potential genes within the genome are identified and characterized, how genomes are organized and regulated, and how genomes evolve. Contemporary papers from the field of genomics will be discussed to complement the concepts addressed in class. The laboratory component of this course will be computer-based, utilizing various online databases and "bioinformatic" programs to carry out a series of projects on genome assembly and compositional analysis. Prerequisites: Biology core or consent. **4**

Special Topics (BIOL-356) **4**

Directed Study (BIOL-361) A research problem (library, field, or laboratory) that provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal departmental requirements. **1-4**

Directed Study (BIOL-362) A research problem (library, field, or laboratory) that provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal departmental requirements. **1-4**

Independent Study (BIOL-363) **1-4**

Independent Study (BIOL-364) **1-4**

Conservation Biology (BIOL-370) Conservation Biology requires the broad use of biological disciplines such as ecology, physiology, genetics, and animal behavior, as well as appreciation of policy issues, to understand and manage biodiversity. In this course, students will learn how to apply these biological tools for the purpose of defining and maintaining biodiversity at many scales. We will also cover human impacts on biodiversity, as well as the link between science and policy in protection efforts. This course will emphasize critical reading of primary literature as well as gaining hands-on experiences with population modeling, and measuring and monitoring local biodiversity. Prerequisites: Biology core or consent. **4**

Population and Community Ecology (BIOL-375) In this course, we will examine 1) how populations and communities are structured, 2) how populations and communities change over time, and 3) how populations and communities are influenced by their environment or ecological context. An emphasis will be placed on using primary literature and on doing ecology in the field and lab. Prerequisite: Biology core or consent. This course satisfies the Oral Communication requirement. **4**

Evolutionary Biology (BIOL-380) This course builds on BIOL 202 and completes an in-depth survey of evolutionary theory with emphasis on processes that drive organismal change. We examine how molecular technology has impacted the study of evolutionary processes, and how new methods of analysis are changing the study of population genetics, phylogeny construction, adaptive radiation, etc. Experimental design and reading of primary and secondary scientific literature are stressed. Through the course, emphasis is placed on integration of all biological disciplines under the paradigm of evolution. Prerequisite: Biology core. **4**

Advanced Topics in Biology (BIOL-399) A general category used only in the evaluation of transfer credit. **1-4**

Advanced Biochemistry (BIOL-401) This is a topical course, the content of which will vary from year to year. In general, a detailed look at a variety of recent biochemical topics will be conducted through readings of the primary literature. Laboratory will offer an in-depth, semester-long research experience. Offered Spring semester (also as Chemistry 401). Prerequisite: CHEM/BIOL 302. Safety glasses required. Note that due to curricular changes, BIOL 401 will not be offered after 2012-2013. **4**

Senior Research (BIOL-451) For seniors desiring to work on an advanced research problem. Biology 451 is to be taken if no previous work on the specific research project has been accomplished. Students with prior, substantial experience on their research project (such as a summer research experience with a Denison faculty member) may petition to move directly into Biology 452. Prior consent of the advising faculty is required for registration. The grade is determined by the advisor. Completion of Biology 451 does not fulfill an upper-level biology course requirement for the major. **4**

Advanced Senior Research (BIOL-452) For seniors working on an advanced research problem. Following the completion of a substantial research experience, such as Biology 451 or a summer research experience with a Denison faculty member, students may take Biology 452. Prior consent of the advising faculty is required for registration. The grade is determined by the advisor. Completion of Biology 452 fulfills one upper- level biology course requirement for the major. Students enrolled in BIOL 452 have the option of purusing senior research with Recognition. Interested students should speak with their research advisor or the Chair of Biology to learn more about the Recognition process and expectations. **4**

Black Studies

Faculty

Director: Associate Professor John L. Jackson (Black Studies and Religion)

Assistant Professor Jerrell K. Beckham (Black Studies and Education)

Visiting Assistant Professor Tina D. Pierce (Black Studies, Women's Studies, Political Science)

Lauren Araiza (History), Eric Boehme (Political Science), Toni King (Black Studies and Women's Studies), Diana Mafe (English), Susan Condray (Sociology/Anthropology), Susan Diduk (Sociology/Anthropology), Linda Krumholz (English), Anita Waters (Sociology/Anthropology), Joanna Grabski (Art History), Mitchell Snay (History), Veerendra Lele (Sociology/Anthropology), Fareeda Griffith (Sociology/Anthropology), Frank "Trey" Proctor (History), Mark Seamon (Theatre), Stafford Berry, Jr (Dance), Keun-joo Christine Pae (Religion), Jeehyun Lim (English).

Departmental Guidelines and Goals

The Black Studies Program invites students to investigate the Black experience as it manifests itself in Africa, North America, the Caribbean, and in other parts of the African diaspora. While the Program's primary focus is the study of the Black experience in North America, fundamental to this enterprise is a recognition of the triangular relationship between Africa, the Caribbean and the United States.

The Program seeks to serve the general needs of the college by providing course offerings across the full range of academic divisions. At the same time, it is designed to meet the specialized interests of students through an interdisciplinary major and minor. Therefore, many appropriate courses are found under the rubric of other departments.

The Black Studies curriculum is administered by a faculty committee and the director of the Center for Black Studies. This committee reviews and approves the educational plans developed by majors in consultation with the director of the Center for Black Studies. Students wishing to major or minor in Black Studies should contact the director of the program.

Black Studies Major

A Black Studies major requires a minimum of 32 credit hours in addition to the completion of a senior research project. The senior research project should be designed in consultation with the director of Black Studies. Field research or field experience may comprise a portion of the senior research project. A wide range of field opportunities in local Black communities is available to students through the Center for Black Studies.

There are three core courses in Black Studies, required of a major in the area:
Black Studies 235, Introduction to Black Studies;
English 255, Ethnic Literature; and
History 225, African American History.

In addition to the core courses and the senior research project, the Black Studies major requires the completion of at least one course in Women's Studies. While any Women's Studies course may be used to fulfill this requirement, students ideally should choose a course that includes a discussion of topics about Black women. Appropriate courses may be selected in consultation with the director of Black Studies.

Other requirements include the completion of one course in which the primary subject matter is Africa or the Caribbean and Latin America. This requirement is designed to encourage students to confront, in a substantial manner, the triangular relationship between the Black experience in Africa, the Caribbean and Latin America, and North America.

Black Studies Minor

The minor in Black Studies requires a minimum of 24 credit hours. Students wishing to be awarded a minor in Black Studies must complete the three core courses (Black Studies 235, English 255, and History 225). Students also are required to complete at least one Women's Studies course. Courses which satisfy this requirement may be selected in consultation with the director of Black Studies.

Additionally, students are required to complete one Black Studies course in which the primary subject matter is Africa or the Caribbean and Latin America, plus a senior research project in the form of a directed study which seeks to correlate Black Studies with some aspect of the student's major field. Although it is not required, students are encouraged to include a field experience component in the senior research.

Course Offerings

Black Women's Lives: Autobiography As Protest (BLST-102) The purpose of this course is to explore personal narrative and autobiography as texts of resistance in Black women's lives. The course will use the multiple genres of autobiography such as poetry, essay, short narrative, memoir and major autobiographical works to illustrate Black women's resistance to race, class, and gender subordination or other forms of marginalization and oppression in their lives and in society. These autobiographical texts will be paired with select readings from women's studies and black studies to provide students with the analytical tools to identify how these texts function as forms of personal, social, political or institutional protest. Cross-listed with WMST 102. **4**

Gospel Piano (BLST-115) 1

African/Diasporan Dance I (BLST-122) African/Diasporan Dance I focuses on African-centered forms of dance in one of many possible genres across the African Diaspora (e.g., traditional African forms, Jazz, African American vernacular, Hip-Hop, Contemporary African, Afro-Caribbean, Afro-Brazilian, etc.) Taught from a cultural perspective, this course emphasizes fundamentals such as fluidity, use of the spine, grounded and weighted qualities, and complex rhythms. Concert attendance, short written critical responses and weekly written journals are examples of outside work that is required. Cross-listed with Dance. No previous dance experience is expected. **2**

Gospel Choir (Ensemble) (BLST-133) 1

Gospel Ensemble (BLST-139) 1

Special Topics in Black Studies (BLST-146) 1-4

African Art and Visual Culture (BLST-154) This course examines the diverse arts and visual culture of Africa. The scope of this course ranges from pre-colonial to contemporary times, considering a selection of objects, concepts and practices from across the continent. The course is designed to provide you with an introduction to these art forms and the various socio-cultural, historical, critical and aesthetic platforms from which they operate. In addition, we will explore some of the key theoretical issues in the portrayal and interpretation of art and visual culture from this world arena. **4**

Gender, Imperialisms, and Colonialisms in African History (BLST-165) Beginning with "classic" theoretical readings on Gender and Imperialism, this seminar will provide a forum to "explore" the gendered nature of imperialism and colonialism with a particular focus on key imperial nations of the 19th century, namely Britain, France, Belgium, and Portugal. Often projected as a male endeavor, the success (and failure) of European imperial projects in Africa had as much to do with women as it had to do with men. The readings and our own research into the subject matter will help us "discover" this historical reality. We will read a wide variety of primary and secondary source material, including travelogues, novels, films, photographs, newspapers, and histories of imperialism and colonialism. Each student will pick a research topic of her or his choice; this will afford each one a wonderful opportunity to hone research, writing, and presentation skills. **4**

Pre-Colonial Africa (BLST-171) This survey course will introduce students to the history of Africa from the earliest times to 1880 - also known as pre-colonial African history. Though the focus is on Africa south of the Sahara, North Africa will be featured from time to time. Topics include the earliest human settlements in Africa, empires and kingdoms in East, West, and Southern Africa, Islam and Christianity in Africa, slavery, and the partitioning of the continent by powers in the mid 1800s. **4**

The History of Africa Since 1880 (BLST-172) This course examines myths about Africa, the history of colonialism on the continent in the 19th and 20th centuries, the rise of primary resistances to colonialism in the late 1800s and early 1900s, and how this fed the secondary and tertiary resistance movements from the 1930s through to the 1990s when the apartheid regime collapsed in South Africa. Through close readings of the historiography, students will grapple with the history of colonialism and the postcolonial era in Sub Saharan Africa. **4**

Elementary Topics in Black Studies (BLST-199) A general category used only in the evaluation of transfer credit. **1-4**

Race and Ethnicity (BLST-212) Contrary to the expectations of many modern social theorists, race and ethnicity continue to be important elements in the lives of contemporary people, serving as frameworks through which individual identities, community actions, and cultural meanings are interpreted. This course will introduce students to the sociocultural analysis of racial and ethnic identities. How did ethnic and racial identities and communities develop over time? Why does race, though now understodd to be a social rather than a biological category, continue to be (mis)understood as a biological category? How do aspects of political, class, gender, and sexual identities influence racial and ethnic identities? We will use a global perspective to understand the conception of race and ethnicity. We will explore these topics among others including cultural and historical variability of ethnic and racial categories, the dialectical formation of identity, and the persistence of certain forms of racial and ethnic prejudice. Students will be expected to examine critically their own common assumptions and presuppositions about race and ethnicity, and to begin developing the theorectical tools for interpreting life in an ethnically diverse world. **4**

World Music (BLST-219) This course includes in-depth studies of several representative genres of music from around the world, including their social or political contexts. Traditional and popular musics of the world can play important roles in religion, identity formation (gender, race, sexuality), tradition, education, agriculture, history preservation, political resistance and domination, protest, symbolism and entertainment. Students will learn to identify, classify, and describe musical examples from several cultures by discerning musical styles, instrumental or vocal timbre, form and texture. **4**

Representing Africa on Film (BLST-222) An examination of ethnographic/documentary film dealing with Africa as well as contemporary cinema produced by African filmmakers. This class accords particular attention to the perspectives of African filmmakers as agents in the representation of cultures, social realities and histories in Africa. **4**

African/Diasporan Dance II (BLST-223) African/Diasporal Dance II focuses on African-centered forms of dance in one of many possible genres across the African Diaspora (e.g., traditional African forms, Jazz, Hip-Hop, African American vernacular, contemporary African, Afro-Caribbean, Afro-Brazilian, etc.). Taught from a cultural perspective, this course deepens exposure to fundamentals and aesthetics with complex phrasing and multi-layered movement quality. Emphasis is placed on fluidity, use of the spine, grounded and weighted qualities, and complex rhythms. Limited work outside the classroom is required. Examples include concert attendance, focused historic/cultural research inquiries, weekly journal writing, and video essays. Cross-listed with Dance 222. Level II is only open to students with previous dance experience in any genre. **2**

African American History (BLST-225) This course will examine the history of African-Americans in the United States from 1619 to the present with an emphasis on the processes by which African-Americans adjusted to and resisted their conditions. Topics will include African heritage, slavery, Civil War and Reconstruction, Jim Crow, wartime experiences, the shift to urban life, the Civil Rights and Black Power Movements, the rise of Hip Hop, and contemporary issues. (Fall Semester) **4**

Rebellion, Resistance and Black Religion (BLST-228) This course examines the cultural continuities between African traditional religions and Black religion in the United States. It also explores the connection between politics and religion among Black Americans and the role religion plays in the African-American quest for liberation. The course examines theological and ethical issues, such as the color of God and the moral justifiability of violent revolution. Students will be given an opportunity to study contemporary religious movements, such as Rastafarianism and the Nation of Islam, along with more traditional African sectarian practices such as voodoo and Santeria. (Only offered Spring 2012) **4**

Mediating Gender and Sexuality (BLST-229) In this class we will examine and evaluate the cultural construction and representation of gender and sexuality in contemporary American mass media. and trace their development throughout the 20th century. We will focus on a variety of mass-produced commercial media texts, surveying television, magazines, advertising, and popular music. Although gender is the primary identity construction examined in this course, we will also pay close attention to other aspects of identity that define American women, such as ethnicity, class, and sexuality. We will investigate representational issues in relation to their political repercussions, and draw from a broad range of academic literature, including feminist television criticism, film theory, cultural studies, communication theory, and popular music criticism. **4**

History of Gospel Music (BLST-234) This course will explore the historical development of African-American gospel music in the 20th Century. The course will begin an examination of the pre-gospel era (pre-1900s-ca. 1920), move on to gospel music's beginnings (ca. 1920s), and continue unto the present. The course will explore the musical, sociological, political, and religious influences that contributed to the development of the various gospel music eras and styles. Through class lectures, demonstrations, music listening, reading and writing assignments, students will learn about the significant musical and non-musical contributions of African American gospel artists and the historical development of African American gospel music. Students will also strive to gain an understanding of the African American musical aesthetic and to determine how it is retained and expressed with African American gospel music and other musical genres. The class is open to students, staff, and faculty of all levels. **4**

Introduction to Black Studies (BLST-235) An introductory study of the Black experience in America, this course will survey the field by examining in series, the various social institutions that comprise Black American life. Students will be introduced to fundamental contemporary issues in the study of Black religion, politics, economics and the family. Additionally, this course will serve as an introduction to Afrocentricity, "the emerging paradigm in Black Studies," and to the new scholarship on Blacks in America. **4**

Global Health and Local Wellbeing (BLST-237) The course examines the sociocultural bases of both Western and non-Western medical and psychiatric systems. It focuses especially on different cultural assumptions about the nature and causes of illness and the institutional arrangements for the care of patients. The course will consider a variety of social scientific theoretical perspectives on the relationship between illness, medicine, and society. It will assess the degree to which non-Western medical systems may be compatible with and/or of benefit to Western medicine and psychiatry. This course has no prerequisite. **4**

Racialized Perspectives of Media (BLST-239) This course critically examines the forms that racial and ethnic representations have taken in American media. The course will attempt to chart changes in public perception of racial and ethnic difference in the context of cultural and social transformations, as well as adjustments in the U.S. media industry. We will first establish a foundational knowledge of media criticism and explore theories and perspectives on how ethnicity is experienced in American culture. We will then focus on the topic of the representation of ethnicity in American media, surveying it historically, in relation to specific ethnic groups, at particular moments, and in a variety of genres. **4**

Special Intermediate Topics in Black Studies (BLST-246) This course provides a venue in which to explore chosen topics in Black Studies at the intermediate level. Topics vary according to the interests of students and faculty. In some cases, the course may be repeated for credit. This course may be cross-listed based on the topic and disciplines that inform it. **2-4**

Ethnic Literature (BLST-255) A study of the literature of various ethnic, racial and regional groups of the United States. This course explores cultural heritages, historical struggles, artistic achievements and contemporary relations of groups in American society. **4**

Oral Tradition and Folk Imagination (BLST-259) An inquiry into the methodology of folklore study and an examination of the folk idiom in the American experience. **4**

Black Women and Organizational Leadership (BLST-265) This class explores Black women's leadership orientations in organizations. Afrocentric and womanist frameworks are used to inquire about Black women's leadership in the context of their lives. In this course we explore and theorize Black women's use of communal and generative leadership orientations as well as their application of a multiple and oppositional consciousness.

Organizational dilemmas stemming from their race, class, and gender, as well as the unique challenges Black women leaders face in creating a supportive life structure are examined. Students will critique the omission of Black women's leadership styles in the mainstream theories about leadership, as well as explore the implications of Black women's leadership for expanding mainstream theory. Cross-listed with WMST 265. **4**

African-American Women's Literature (BLST-325) Historical and contemporary African-American women's literature grounds an inquiry into black women's literary and intellectual traditions within the matrix of race, gender, class, and sexual relations in the United States. **4**

Southern African History (BLST-326) This course grapples with a basic but fundamental question that has been at the heart of much scholarship on Africa: how is southern Africa's history distinct from the history of the rest of the African continent? To address this issue, this course takes a sweeping approach, covering major developments in southern Africa from the mid-17th century through the era of formal colonization and subsequent independence. We will be particularly interested in exploring the foundations and growth of a racial order in southern Africa, and more broadly examining the role that race has played in this region through the colonial and postcolonial eras. Major themes will include cultural contacts between Africans and non-Africans; the slave trade and its consequences; Shaka and myths surrounding the Zulu Empire; economic transformations in the colonial era; and the struggle for independence in different southern African countries. **4**

African/Diasporan Dance III (BLST-327) African/Diasporan Dance III focuses on African-centered forms of dance in one of many possible genres across the African Diaspora (e.g., traditional African forms, Jazz, African American vernacular, Hip-Hop, contemporary African, Afro-Caribbean, Afro-Brazilian, etc.). Taught from a cultural perspective, it is designed for students with significant experiences in African/Diasporan dance technique. This course takes a holistic approach to technique and provides students with the rigorous training required for performance. Emphasis is placed on fluidity, use of the spine, grounded and weighted qualities, and complex rhythms. This level provides students with the rigorous training required for performance. Because this course meets approximately 6 hours per week, little outside work is required. Cross-listed with Dance 322. Permission of instructor required. **2**

The Civil Rights Movement (BLST-333) This seminar will examine the struggle for African-American equality from the 1930s to 1970. The course will begin with the origins of the Civil Rights Movement during the New Deal and World War II. We will then explore the key campaigns, figures, organizations, and guiding themes of the Movement. Special attention will be paid to the processes by which grassroots activism forced responses from the federal, state, and local governments. **4**

Dancing in the Street: African-American Urban History (BLST-334) This course explores the history of the African-American urban experience. In the mid-18th century, the African-American community began to transition from a rural to an urban population. By the mid-20th century, African-Americans had become an overwhelmingly urban group. The course examines the process of the rural-to-urban transformation of African-Americans and the ways in which they have confronted, resisted, and adjusted to urban conditions of housing, employment, education, culture, and public space. **4**

Composition Theory and Pedagogy (BLST-335) An introduction to theory and practice in composition and an opportunity to apply theories in Denison's Writing Center or nearby classrooms. Students may concentrate on applying theory to any context, tailoring the practicum to their areas of interest. **4**

Cross-Cultural Study of Art (BLST-336) The course focuses on expressive culture in a variety of socio-cultural settings across the globe. We examine sociological and anthropological theories used to study the relationship between art and society. In particular, the course examines the complex relationships between non-Western art and European art contexts. The role that the producer, dealer, consumer and the global market play in these relationships will receive special attention. The appropriation and assimilation of art across national and cultural boundaries raise fascinating questions concerning "authenticity," "value," and meaning. The course also examines the role of museums and art exhibitions in representing the art of non-Western societies and diasporic communities. Prerequisite: S/A 100 or by consent. **4**

The History of Black Power: From Marcus Garvey to Chuck D (BLST-337) This course explores the history of the ideology of Black Power and its various dimensions and incarnations from its origins in the early 20th century to its significance in the present. Topics to be addressed may include, but are not limited to: definitions of Black Power, applications of this ideology to politics and economics, artistic aesthetics, gender dynamics, key figures and organizations, current manifestations, meanings for the African-American community, and reactions from the larger American society. **4**

Culture, Identity and Politics in Caribbean Society (BLST-339) This course focuses on the social, cultural and political life of the Caribbean area, especially the English- and French-speaking areas. A fragmented group of nations decidedly on the periphery of the global economy, the Caribbean was once one of the richest areas of the world. Its riches then depended on the labor of enslaved Africans; the fruits of the plantation economy were enjoyed mainly by European planters. What is the legacy of such a history? We review the variety of Caribbean policies, from the strong democratic traditions of Jamaica to the autocratic rulers of Haiti, and explore how the Caribbean's unique combination of cultural influences affect the political processes, ways of life, class divisions and ethnic stratification evident in the Caribbean today. Prerequisite: SA 100 or consent. **4**

Social Movements (BLST-340) In this course we explore social movements as a primary means of social change. We attempt to understand the conditions which precede, accompany and follow collective action. Particular case studies for analysis will be drawn from the United States and cross-cultural contexts to illustrate that social movements are human products that have both intended and unintended consequences. This course is sometimes taught with a special subtitle: "Social Justice Movements in Communities of Color," cross-listed with the Sociology/Anthropology Program. Prerequisite: SA 100 or consent. **4**

Demography of Africa (BLST-343) In this course, we begin by reviewing current literature to clearly define the term, Demography. Next, we examine the demographic processes of population change in the continent of Africa. Demographic processes include mortality, fertility and migration. In addition, we explore patterns of urbanization, economic development and educational attainment. We analyze survey data from the African Census Analysis Project and Demographic Health Survey. Upon completion, you should be familiar with a variety of demographic processes that allow an examination of interesting demographic, social and anthropological questions. Prerequisite: SA 100. **4**

Topics in Black Studies (BLST-345) 2-4

The Harlem Renaissance (BLST-355) An analysis of the interrelationship between the cultural phenomenon and the literature of the Harlem Renaissance, particularly the way in which the social, economic and political conditions of the era helped to shape the literary art of the 1920s. **4**

The Narrative of Black America (BLST-356) A study of representative samples of Black literature ranging from slave narratives to contemporary Black fiction. **4**

Postcolonial Literature and Criticism (BLST-357) Readings in literature and criticism from Asia, Africa, Latin American and the Caribbean, in response to the experience of colonialism. **4**

History of African American Education (BLST-360) The goal of this course is to examine the historical experiences of African Americans in education and related aspects of life. Much of the course will focus on

Blacks' experiences in schooling in the South from Reconstruction to the Civil Rights Movement of the 1960s. In addition, students will contrast African American schooling experiences with those of Native Americans and others during this period. Students who enjoy and benefit from cooperative and participatory learning environments are encouraged to take this course. Prerequisite: EDUC 213 OR BLST 235. **4**

Directed Study (BLST-361) 1-4

Directed Study (BLST-362) 1-4

Independent Study (BLST-363) 1-4

Independent Study (BLST-364) 1-4

Studies in 16th- and Early 17th- Century British Literature (BLST-365) A study of selected works of poetry, prose and drama from 1500-1660. **4**

Studies in Early American Literature (BLST-369) Selected topics in the writings of colonial and early national America. **4**

Advanced Topics in Black Studies (BLST-370) 4

Race and Ethnicity in Latin America (BLST-384) This course critically examines the history of the social construction of race and ethnicity in Latin America. In it, we will explore how historians have employed race and ethnicity as methodological categories in order to elucidate the histories of Latin America from the pre-Hispanic era through the modern period. Particularly we will focus on the various attempts by the ruling elite to deploy race in the ordering of society; and, how the non-elite resisted the imposition of those elite conceptions of racial and ethnic hierarchies to create their own codes of conduct, and how those conflicts have changed over time. **4**

Senior Project (BLST-385) 4

Topics in Black Studies (BLST-390) 4

Comparative Slavery in the Americas (BLST-391) For many, the history of slavery is synonymous with the United States South. But slavery was not limited to the US and by approaching slavery from a comparative perspective, we will deepen our understanding of slavery as an institution, slaves as historical actors, and therefore the legacies of slavery throughout the Americas. We will explore regional differences within slaves' opportunities to form families, to create cultures, to rebel, and to labor for their own benefits; as well as the interactions of African cultural visions and Christianity. **4**

Performance: African/Diasporan (BLST-422) New and reconstructed works choreographed by faculty and guest artists in African/Diasporan dance are learned by students and rehearsed for public performance. Participation can include attending biweekly company classes and contributing to the production of the concert. Differences in course number refer to genres of performance work. By audition only; auditions are held during the first two weeks of each semester or immediately preceding a short residency by a guest artist. Cross-listed with Dance. **1**

Senior Research (BLST-451) 4

Senior Research (BLST-452) 4

Chemistry and Biochemistry

Faculty

Associate Professor Kimberly M. Specht, Chair

Associate Professors Jordan L. Fantini, Michael M. Fuson, Peter Kuhlman, Sonya L. McKay, Charles W. Sokolik, Kimberly Musa Specht; Assistant Professors Annabel M. Edwards, Jordan E. Katz, Rachel Mitton-Fry, Joseph J. Reczek; Academic Administrative Assistant Cathy Romei

Departmental Guidelines and Goals

The chemistry and biochemistry curriculum provides courses which are designed to enable students as contributing professionals and engaged citizens to deal effectively with a world increasingly dominated by the ideas and methods of modern science. Majors are qualified for immediate employment in industry. However, many elect to attend graduate school in chemistry, biochemistry, or related areas, or enter schools of medicine, dentistry, or engineering. The department is approved by the Committee on Professional Training of the American Chemical Society to offer a Certificate of Professional Training in Chemistry to students who satisfy certain requirements beyond a B.S. in chemistry.

Majors are encouraged to participate in the various ongoing research projects in the department. Non-majors have access to the department's resources as they are required for their projects. Additional research opportunities are available in the department during the summer and as part of the Oak Ridge Science Semester described at Oakridge [http://www.denison.edu/collaborations/oakridge/]. Students interested in teaching should consult with faculty in the Department of Education. Although a teacher licensure program is not offered currently, students may take a course of study to explore the field of Education. Faculty and staff in the Department of Education assist students in creating individually designed plans for obtaining licensure through a range of programs after graduation. Students interested in in pursuing a B.A. degree in Chemistry before pursuing a teaching career are strongly encouraged to take all three 300-level Chemistry course options (as described below).

Approved eye protection is required in all laboratory courses. The general policy regarding safety glasses is explained in detail at Safety Glasses Requirement, page 268.

A policy of breakage fees governs equipment use in all laboratory courses. This policy is described earlier in this catalog.

The department understands that transfer students, students who adopt a chemistry or biochemistry major after the first year, and students who study off-campus all have unique needs; we encourage them to contact us so that we can work together to help them achieve their academic objectives.

The descriptions of Majors, Minor, and courses below apply to students beginning their coursework in Chemistry after spring 2011. Other students should consult the 2010-2011 Catalog or the Chemistry and Biochemistry Department website for curricular information.

Chemistry Major

The department provides two routes to the bachelor's degree in Chemistry: a Bachelor of Science program for students wishing an intensive study of chemistry in preparation for professional careers, graduate work in chemistry, or professional schools; and a Bachelor of Arts program for students intending to pursue fields such as dentistry, medicine, secondary school teaching or other areas requiring a strong chemistry background.

Earning a B.A. degree does not preclude a professional scientific career, although an additional year of undergraduate study may be required for admission to some graduate programs.

A student may graduate with a B.A. degree in chemistry on fulfillment of G.E. requirements and the successful completion of the following 12 courses:
- Principles of Chemistry (Chem 131 and 132)
- Intermediate Organic Chemistry (Chem 251)
- Biochemistry (Chem 258)
- Physical Chemistry (Chem 343)
- one additional 300-level Chemistry course
- two additional 300- or 400-level Chemistry/Biochemistry courses
- Introductory Biology (Bio 150)
- Calculus (Math 123 and 124)
- Introductory Physics (Phys 121)

A student may graduate with a B.S. degree in chemistry on fulfillment of G.E. requirements and the successful completion of the following 16 courses:
- Principles of Chemistry (Chem 131 and 132)
- Intermediate Organic Chemistry (Chem 251)
- Biochemistry (Chem 258)
- Inorganic Chemistry (Chem 317)
- Analytical Chemistry (Chem 331)
- Physical Chemistry (Chem 343)
- four additional 400-level Chemistry/Biochemistry courses
- Introductory Biology (Bio 150)
- Calculus (Math 123 and 124)
- Introductory Physics (Phys 121 and 122)

Two semesters of Senior Research (or a summer research experience at Denison followed by one semester of Senior Research in the same laboratory) may be counted as one of the four 400-level electives for the B.S. degree. The B.S. major who takes two semesters of Senior Research as part of the degree requirements will earn a degree certified to the American Chemical Society.

B.A. and B.S. Chemistry majors must also register for two zero-credit courses used for program assessment (Chemistry/Biochemistry Assessment I (Chem 300) and II (Chem 400)).

The Chemistry courses listed above must be taken at Denison with the following exception. The Department of Chemistry and Biochemistry recognizes the valuable contribution that off-campus study can provide to a broad liberal arts education, and so one course in the major at the 300-level or higher may be taken at another institution, providing that prior approval is sought and received from the department. Students considering study off-campus are encouraged to discuss these plans with their academic advisor early in their Denison careers.

Biochemistry Major

The department also offers a Bachelor of Science degree in biochemistry. This is a rigorous course of study which will provide the student with a strong background for professional schools (medical, dental, pharmacology, veterinary) as well as graduate schools in biochemistry and related fields.

A student may graduate with a B.S. degree in biochemistry on fulfillment of G.E. requirements and the successful completion of the following 17 courses:

- Principles of Chemistry (Chem 131 and 132)
- Intermediate Organic Chemistry (Chem 251)
- Biochemistry (Chem 258)
- Analytical Chemistry (Chem 331)
- Physical Chemistry (Chem 343)
- Five additional 300- and 400-level Chemistry/Biochemistry or Biology courses. One of these must be a Biology class and one of these must be a 400-level Chem/Biochem class, taken in the senior year
- Introductory Biology (Bio 150)
- Cellular and Molecular Biology (Bio 201)
- Calculus (Math 123 and 124)
- Introductory Physics (Phys 121 and 122)

Two semesters of Senior Research (or a summer research experience at Denison followed by one semester of Senior Research in the same laboratory) may be counted as one of the upper-level electives.

(All advanced courses in Biology have prerequisite courses that a student majoring in biochemistry may not have completed. Students without the appropriate prerequisite courses must obtain the permission of the instructor before registering for these advanced Biology courses.)

The Chemistry courses listed above must be taken at Denison, with the following exception. The Department of Chemistry and Biochemistry recognizes the valuable contribution that off-campus study can provide to a broad liberal arts education, and so one course in the major at the 300-level or higher may be taken at another institution, providing that prior approval is sought and received from the department. Students considering study off-campus are encouraged to discuss these plans with their academic advisor early in their Denison careers.

Biochemistry majors must also register for two zero-credit courses used for program assessment (Chemistry/Biochemistry Assessment I (Chem 300) and II (Chem 400)).

Chemistry Minor

A student may graduate with a minor in chemistry on successful completion of the following 6 courses, taken at Denison:

- Principles of Chemistry (Chem 131 and 132)
- Intermediate Organic Chemistry (Chem 251)
- Biochemistry (Chem 258)
- two additional 300- or 400-level Chemistry/Biochemistry courses

Course Offerings

Atoms and Molecules: Structure and Dynamics (CHEM-131) This course is an introduction to the study of chemical phenomena using an "atoms-first" approach -- starting with atoms and building up to more complex molecules. Students will explore principles of atomic structure, molecular bonding and structure, electronic properties, intermolecular forces in all phases of matter, chemical equilibrium, and thermodynamics. Core concepts will be taught through active learning, and laboratory investigation will develop skills in foundational quantitative analysis (measurement, stoichiometry, error analysis). Cognitive skills in graphical and written presentation of chemistry developed in this course will be built on in subsequent courses. This course satisfies the Quantitative Reasoning requirement. Three class periods and one laboratory weekly. **4**

Structure and Reactivity of Organic Molecules (CHEM-132) This course builds on the foundation of molecular structural and electronic properties developed in CHEM 131. Students will be introduced to chemical reactions of inorganic and organic compounds, including acid/base reactions, precipitation reactions and substitution and elimination reactions. In-depth analysis of reaction chemistry will encompass aspects of equilibrium, thermodynamics, and kinetics. The principles of conformation and sterochemistry of organic and inorganic molecules, and organic reaction mechanisms will be emphasized. Skills in presentation of scientific data, and experimental design and analysis will be developed and built on in subsequent courses. Prerequisite: CHEM 131. This course satisfies the Quantitative Reasoning requirement. Three class periods and one laboratory weekly. **4**

Introductory Topics in Chemistry (CHEM-199) A general category used only in the evaluation of transfer credit. **1-4**

Environmental Chemistry (CHEM-212) A study of the chemistry of the atmosphere, natural water, and soils with a special focus on acid precipitation, greenhouse gases, ozone depletion, urban and indoor air pollution, water and soil pollution, solid and hazardous waste disposal and risk assessment. Prerequisites 121-122 or 131-132. Three class periods and one laboratory weekly. This course can be used to satisfy minor in chemistry. Safety glasses required. (Offered every other year in spring semester only) **4**

Analytical Chemistry (CHEM-231) A course of quantitative analytical chemistry based on principles of chemical equilibrium, kinetics, and thermodynamics. The laboratory includes exposure to a range of solution methods along with spectroscopic, chromatographic, and electrochemical techniques for analysis. Offered fall semester only. Three class periods and one laboratory period weekly. Safety glasses required. Prerequisite: 122. **4**

Intermediate Organic Chemistry (CHEM-251) This course expands upon concepts in molecular structure and behavior presented in CHEM 131 and CHEM 132 and applies them to the systematic investigation of the reactivity of organic molecules. Students will explore the transformation and reaction chemistry of organic functional groups, including alcohols, aromatics, aldehydes, ketones, carboxylic acids, and their derivatives. Reactions are explored with an emphasis on the mechanism of reactivity, and in the context of organic synthesis with a focus on the art of retrosynthetic analysis for complex targets. Laboratory experiments are selected to introduce techniques for the synthesis, purification, and analysis of organic compounds discussed in class. Offered in the fall only. Three class periods and one laboratory weekly. Safety glasses required. Prerequisite: CHEM 132. **4**

Intermediate Biochemistry (CHEM-258) A study of the major chemical processes and molecular species that characterize living organisms. Principles of molecular structure and chemical reactivity from Chem 131, 132, and 251 will be developed in greater quantitative detail and applied to investigation of the molecular interactions that underlie cellular life. Primary emphasis will be placed on understanding the relationship between the structures of biological macromolecules (particularly proteins) and their functions. Laboratory work will consist of a series of multi-week experiments focused on the isolation and subsequent characterization of active biological macromolecules from living organims. Offered in the spring only. Three class periods and one laboratory weekly. Prerequisites: CHEM 251 and BIOL 150, or consent of instructor. **4**

Intermediate Topics in Chemistry (CHEM-299) A general category used only in the evaluation of transfer credit. **1-4**

Biochemistry (CHEM-302) A study of the chemical and physiochemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include the isolation and study of properties of biological compounds. Prerequisites: 224

and Biology 201. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Organic Chemistry II (CHEM 224) and Molecular Biology (BIOL 201). Offered in the fall semester (also as Biology 302). Three class periods weekly plus laboratory. Safety glasses required. **4**

Thermodynamics and Kinetics (CHEM-341) An examination of the physical properties of chemical systems from both macroscopic and microscopic points of view. Topics include: gas laws and the kinetic molecular theory; thermodynamics and thermochemistry; equilibria and chemical kinetics. Prerequisites: Chemistry 122, Math 123 or Math 124, Physics 122. Four class periods and one laboratory period weekly. Safety glasses required. **4**

Quantum Chemistry and Spectroscopy (CHEM-342) An examination of the structures and energies of molecules. Topics include: structure and bonding from a quantum mechanical point of view; symmetry; and an introduction to spectroscopy. Four class periods and one laboratory period weekly. Prerequisites: Chemistry 122, Math 123 or Math 124, Physics 122. Safety glasses required. **4**

Directed Study (CHEM-361) Laboratory (or library) research, in consultation with a member of the chemistry faculty. Offered to juniors and seniors. Prerequisites: Consent of faculty mentor. Hours arranged. Safety glasses required. **1-4**

Directed Study (CHEM-362) Laboratory (or library) research, in consultation with a member of the chemistry faculty. Offered to juniors and seniors. Prerequisites: Consent of faculty mentor. Hours arranged. Safety glasses required. **1-4**

Independent Study (CHEM-363) 1-4

Independent Study (CHEM-364) 1-4

Advanced Topics in Chemistry (CHEM-399) A general category used only in the evaluation of transfer credit. **1-4**

Advanced Biochemistry (CHEM-401) This is a topical course, the content of which will vary from year to year. In general, a detailed look at a variety of recent biochemical topics will be conducted through readings of the primary literature. Laboratory will offer an in-depth, semester-long research experience. Offered Spring semester (also as Biology 401). Prerequisite: CHEM/BIOL 302. Safety glasses required. **4**

Advanced Organic Chemistry (CHEM-402) A study of synthetic strategy and certain theoretical aspects of organic chemistry using specially selected examples. The latter include some of the more complex compounds of the aliphatic, aromatic, and heterocyclic series, including compounds of biological significance. Prerequisites: 224. Three class periods and one laboratory period weekly. Safety glasses required. (Offered every other year) **4**

Inorganic Chemistry (CHEM-417) A study of inorganic chemistry well beyond that encountered in 122. Topics treated include: chemical bonding; theory, structure and reactivity of coordination complexes; acid-base concepts; organometallic chemistry and bioinorganic chemistry. Prerequisites: 224. Three class periods and one laboratory period weekly. Safety glasses required. (Offered every other year) **4**

Instrumental Analysis (CHEM-431) An examination of modern instruments used in absorption spectroscopy, electrochemistry, and chromatography. Emphasis is on instrumental use as well as underlying theory. Selected aspects of electronics are also discussed. Examples and problems are drawn from the current chemical literature. Prerequisite: 231. Three class periods and one laboratory period weekly. Safety glasses required. Offered every other year in spring semester only. **4**

Senior Research (CHEM-451) Laboratory research for qualified seniors working under faculty supervision. Students who wish to qualify for graduation with honors must first enroll in these courses. Prerequisite: Staff approval. Hours arranged. Safety glasses required. **4**

Senior Research (CHEM-452) Laboratory research for qualified seniors working under faculty supervision. Students who wish to qualify for graduation with honors must first enroll in these courses. Prerequisite: Staff approval. Hours arranged. Safety glasses required. **4**

Chemistry and Biochemistry Senior Seminar (CHEM-470) Based on current literature in chemistry and biochemistry, this course encourages a critical reading of the primary literature and the thoughtful expression of its analysis through student-led presentations. Topical focus will vary from year to year. Required of all Chemistry and Biochemistry majors. Prerequisite: Senior standing or consent of instructor. This course satisfies the Oral Communication requirement. (Offered spring semester) **2**

Chinese

Faculty

Professor Xinda Lian, Chair

Professor Xinda Lian; Assistant Professor Minggang Li; Academic Administrative Assistant Liz Barringer-Smith

Departmental Guidelines and Goals

Educated people spend their lives trying to grow in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning a foreign language contributes to our education by providing an intimate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be human. Furthermore, foreign-language courses allow entry into the subjectivity of the target language on its own cultural and linguistic grounds, thus making possible a different and more profound redefinition of culture.

Our basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the eventual mastery of a foreign language. When students take full advantage of that opportunity, they can use the target language in subsequent courses dealing with the foreign culture. The Department emphasizes the use of a foreign language in most of its courses because it believes that students can best appreciate a foreign culture from within its own mode of expression.

With a view toward career opportunities, the Department encourages integrating foreign language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, political science, and English. Courses in cultural studies and literature, aside from their intrinsic worth, also present multiple perspectives on other cultures and areas of intellectual experience.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the Department and the Office of Off-Campus Studies (see Off-Campus Programs). On-campus opportunities to improve their command of the language are provided by the Language and Culture Program, language tables, foreign films, club meetings, and similar activities sponsored by the Department. There are as well subsidized field trips to museums and pertinent activities in cities across the country, and in some cases foreign countries.

Additional Points of Interest

General Departmental Regulations Students wishing to fulfill the basic requirement in language by continuing the one begun in secondary school will find it advantageous to begin their course work in the first year. The Department of Modern Languages strongly recommends that students complete their language requirement by the end of their sophomore year.

The Language Lab An important asset of the department is the Language Lab with its 27 Macs, zone-free DVD player, multi-standard VCR and document camera. The lab provides support for learning activities outside and inside the classroom, ranging from grammar drills to research and collaborative writing projects, as well as discussions on authentic materials published on the Internet. The area is designed not only for individualized instruction but also for group work and small seminars that use a variety of digital materials for class discussion.

Cultural Enrichment Each semester the Department offers students exceptional opportunities for cultural enrichment in foreign languages. These opportunities include, for example, off-campus trips to target-culture plays, movies and performances, as well as campus visits by native scholars and performers. In that way, experiences in target cultures become more readily available to our students. These opportunities are made possible through a most generous endowment bestowed on the Department of Modern Languages by the Patty Foresman Fund.

The Foresman Lounge Located in the central hub of the department, it provides the Denison community with a space for a wide range of activities such as receptions, classes, and informal gatherings. This area has a small kitchenette with a table and chairs for sharing lunch or a coffee with our faculty. It is also equipped with a wide range of technological devices with which to enrich our students' learning experiences. This room has a 52-inch flat screen TV that is connected to a satellite dish, which provides us with SCOLA television services from around the world. The TV is also connected to a multi-standard VCR, a zone-free DVD player and a document camera. The lounge has a ceiling-mounted data projector, which connects to a networked Mac computer, the DVD player, the VCR and document camera.

The Language and Culture Program This exciting residential option gives students the opportunity to hone their language skills and to participate in special cultural events. Students who choose this residential option will live in a small community of their peers who share their enthusiasm for foreign languages and cultures. Special extracurricular activities and programming in the Language House support language acquisition and permit a closer relationship with professors and language assistants from the Department of Modern Languages.

Although the Department of Modern Languages offers majors in French, German and Spanish, other languages are also offered for the purpose of general education and support of other college programs. Courses in Chinese are listed below.

Course Offerings

Beginning Chinese I (CHIN-111) A comprehensive introductory course in modern standard Chinese through the four basic skills: aural comprehension, speaking, reading, and writing. The two beginning courses will concentrate on correct pronunciation and the four tones as well as the basic grammatical patterns. **4**

Beginning Chinese II (CHIN-112) A comprehensive introductory course in modern standard Chinese through the four basic skills: aural comprehension, speaking, reading, and writing. The two beginning courses will concentrate on correct pronunciation and the four tones as well as the basic grammatical patterns. **4**

Dream and Fantasy in East Asian Literature (CHIN-206) Through close analysis of some of the most important recurrent themes, this course will examine how the Chinese and Japanese literary traditions reinvent and revitalize themselves in their development. Students will also study the distinctive features of the major genres in the two traditions. **4**

Intermediate Chinese (CHIN-211) Development of conversational skills. Comprehensive grammar will be the core of the course, along with further development of reading ability and more extensive oral practice. Prerequisite: 112. **4**

Intermediate Chinese II (CHIN-212) Further development of fluency in conversation and in reading. Emphasis on the students' ability to write Chinese characters through composition exercises. Prerequisite: 211. **4**

Intermediate Topics in Chinese (CHIN-299) A general category used only in the evaluation of transfer credit. **1-4**

Philosophical Taoism in Chinese Literature (CHIN-305) This course examines a special group of Chinese texts that will not only enlighten, but also delight, modern readers: ancient Taoist texts written in fascinating literary style, and a variety of literary works informed with Taoist spirit. No knowledge of Chinese is required. (Normally offered in the spring) **4**

Advanced Chinese (CHIN-311) This course is designed for students who have completed two years of college-level Chinese and are ready to move on from the intermediate to the advanced level. Besides the topics provided by the textbook, students will also work on conversation topics drawn from newspaper articles and other media sources on social-cultural issues in China. By the end of the semester, students should be able to comprehend Chinese used in various contexts, to write short essays, and to discuss subject-oriented issues. Prerequisite: Chinese 212 or equivalent. **4**

Advanced Chinese (CHIN-312) This course further develops students' basic skills (listening, speaking, reading and writing) in mandarin Chinese. The emphasis is placed on vocabulary building and extended mastery of sentence structures of Modern Chinese through reading, writing, and related communicative activities. Prerequisite: Chinese 311 or equivalent. **4**

Chinese Cinema in English: A Cultural and Literary Study (CHIN-340) With the aid of modern critical theories, students will study the most representative works of Chinese cinema since the mid-1980s. By analyzing the origins, themes and styles of the films, students can hope to have a better understanding of the main cultural and literary trends in contemporary China and of modern Chinese society in general. The course will be conducted in English. **4**

Directed Study (CHIN-361) Readings in Chinese texts. **1-4**

Directed Study (CHIN-362) Readings in Chinese texts. **1-4**

Independent Study (CHIN-363) **1-4**

Independent Study (CHIN-364) **1-4**

Cinema

Faculty

Associate Professor Marc Wiskemann, Chair

Associate Professors David Bussan, Jonathan Walley, and Marc Wiskemann; Assistant Professor Jesse Schlotterbeck; Visiting Assistant Professor Charles Anderson

Departmental Guidelines and Goals

The major in Cinema is designed for the serious student who is interested in both the history and development of film and video as art forms and the creative process of producing cinematic works. The goals of the major are to provide students with a working knowledge of the principles of production in connection with an understanding of cinema as an art form. In this regard, an understanding of cinema theory, analysis and history is essential.

Cinema Major

Required Courses for B.A.: 36 credits 104 Film Aesthetics and Analysis (4 credits), 219 Elementary Cinema Production (4 credits), 310 Video Theory and Production (4 credits), 326 History of Cinema (4 credits), 410 Advanced Cinema Production (4 credits), 412 Theory of Cinema (4 credits), 407/408 Jr./Sr. Seminar (4 credits), Two elective courses in Cinema (8 credits)

Cinema Minor

Required Courses: 20 credits 104 Film Aesthetics and Analysis (4 credits), 219 Elementary Cinema Production (4 credits), 310 Video Theory and Production (4 credits), 326 History of Cinema (4 credits), 410 Advanced Cinema Production (4 credits), 312 Cinema Seminar or 408 Jr/Sr Seminar (4 credits)

Course Offerings

Film Aesthetics and Analysis (CINE-104) An introductory study of the dominant theatrical medium of the 20th century. Critical analysis of narrative, documentary, animation, and experimental cinema. An introduction to basic scholarly and evaluative approaches to film and video art. Screenings, readings, and critical papers. No prerequisites. Required of Cinema majors. **4**

Elementary Cinema Production (CINE-219) An introductory video production course exploring the nature of the cinematic medium from the point of view of production and technique, with an emphasis upon cinema as an aesthetic form. Each student will complete a series of projects in the video format. Students are required to share in the expenses of their video productions. Required of Cinema majors. No prerequisites. **4**

Intermediate Topics in Cinema (CINE-299) A general category used only in the evaluation of transfer credit. **1-4**

Introduction to Animation (CINE-308) Animation is the illusion of motion created by the consecutive display of slightly varying drawings or models of static elements. In this course, students will learn the fundamentals of traditional animation techniques, as well as cover many aspects of the more experimental contemporary forms of stop-motion animation processes. Students will be given several animation "studies" over the course of the semester that will offer them experience with different types of stop-motion and computer key-framed techniques, as well as experience in story-boarding, sound recording, character movement and rig development, and post digital effects work. In addition to workshop projects, students will be exposed to outside readings and film viewings. **4**

Intermediate Cinema Production (CINE-310) An introductory course in 16mm film examining this chemical-based medium in both theory and practice. Each student will complete a series of short film projects with an emphasis on film grammar, film aesthetics, and all facets of film production. Students are required to share in the expenses of their film productions. Required of Cinema majors. Prerequisite: 219. **4**

Cinema Seminar (CINE-312) The subject for these seminars varies from year to year, and offers the advanced student of cinema intensive and humanistic investigation of specialized generic, stylistic, and creative problems in the fields of film and/or video. Research papers, screenings, critical essays, readings. Prerequisite: One Cinema course or consent. Repeatable. **4**

History of Cinema (CINE-326) A survey of the social and aesthetic impact and development of cinema from its literary and technological origins in the 19th century through the French and American development of the early silent cinema, Soviet expressive montage, German expressionist cinema, the French surrealist avant garde, the studio years of Hollywood, Italian neo-realism, the new wave and contemporary developments, including the recent influence of electronically generated and broadcast cinema. Screenings, readings, research and critical papers. Required of Cinema majors. **4**

Screenwriting (CINE-328) A course offering a small group of students guided practice in dramatic writings for the screen. This seminar includes readings, film viewings, script analyses and weekly writing exercises, with emphasis upon the dramatic feature screenplay. Prerequisite: one previous Cinema course, junior or senior standing, or consent. **4**

Directed Study (CINE-361) 1-4

Directed Study (CINE-362) 1-4

Independent Study (CINE-363) 1-4

Independent Study (CINE-364) 1-4

Advanced Topics in Cinema (CINE-399) A general category used only in the evaluation of transfer credit. **1-4**

Jr./Sr. Film Production Seminar (CINE-407) These seminars vary from year-to-year, and offer junior and senior cinema students intensive inquiry into specific cinematic production topics. Prerequisite: CINE 410 or consent. Repeatable. **4**

Jr./Sr. Film Studies Seminar (CINE-408) These seminars vary from year-to-year, and offer junior and senior cinema students intensive inquiry into specialized topics in film studies. Prerequisite: CINE 104 or consent. Repeatable. Prereq: CINE 104 or Consent of Instructor. **4**

Advanced Cinema Production (CINE-410) A production course designed for the advanced student of cinema. A rigorous and intensive practical course in the techniques of sound motion picture production. Working in the 16mm format, students complete a series of individual and group projects. Students learn the fundamentals of production management, camera work, sensitometry, lighting, sound recording and mixing, double-system editing, printing and laboratory processes. Students are required to share in the expenses of their productions. Required of Cinema majors. Prerequisite: 310. **4**

Theory of Cinema (CINE-412) An investigation of the salient theories of cinema from the pioneering work of Eisenstein and Pudovkin to current work in ideological, structuralist, and semiotic analysis. Reference is made to traditional literary and art criticism, as well as to relevant sociological and anthropological research. Little attention is paid to routine journalistic film criticism. Emphasis is on screenings, readings, research, and critical papers. Prerequisite: CINE 104. Required of Cinema majors. **4**

Cinema Workshop (CINE-419) Designed for a limited number of students who have demonstrated significant ability in cinema production. The course involves students in the creation of works of cinematic art in 16mm sound format as a total process from script to screen. Some advanced video production may be permissible, by consent. Students are required to share in the expenses of their productions. Repeatable up to a limit of 16 credit hours. It should be noted that Cinema Workshop is not designed to provide professional training but rather to permit students to explore their creative abilities while employing professional tools and procedures. Prerequisites: 410. **4**

Senior Research (CINE-451) 4

Senior Research (CINE-452) 4

Classics

Professor Timothy Hofmeister, Chair

Professor Timothy P. Hofmeister; Associate Professor Garrett Jacobsen; Assistant Professor Rebecca Kennedy; Academic Administrative Assistant Becky Woods

Departmental Guidelines and Goals

The Department of Classics offers courses in the languages and culture of classical antiquity. The curriculum focuses on traditional elements of classical philology in Greek and Latin, but at the same time, through the study of major classical authors and literary genres, students are introduced to the intellectual, social, and cultural milieu of classical antiquity. As a discipline with a long tradition in the liberal arts, we encourage interdisciplinary approaches to understanding, and we emphasize the development of analytical skills applicable in universal situations. From the Homeric world of gods and heroes to the politics and society of Imperial Rome, students become engaged with a civilization both familiar and alien, as they confront the continuities and discontinuities of western society. The department offers majors and minors in Classics (CLAS) ancient Greek (GRK), and in Latin (LAT).

BA Degree in Classics

The major in Classics (CLAS) is the traditional study of both classical languages, ancient Greek (GRK) and Latin (LAT). By studying both ancient Greek and Latin, students attain a more sophisticated comprehension of the Greco-Roman civilization which dominated the Mediterranean world of classical antiquity and then ultimately shaped the development and nature of modern western society. This major also gives the necessary preparation for graduate study in Classics, including the doctoral degree. To major in Classics, students must complete 32 credits in ancient Greek (GRK) and Latin (LAT), with a minimum of 12 credits in either ancient Greek (GRK) or Latin (LAT), 8 credits CLAS 201 and CLAS 202, or CLAS 301 (with appropriate topic as substitute for Ancient Greece and/or Ancient Rome), a minimum of 4 credits in Senior Research (CLAS 451-

452), and the 1 credit Senior Classics Symposium (CLAS 440), including the Senior Comprehensive Examination. These courses do not require proficiency in either Greek or Latin. All readings are in English.

Minor in Classics

To minor in Classics, a student must complete 20 credits in ancient Greek (GRK) or Latin (LAT), with a minimum of 8 credits in either Greek (GRK) or Latin (LAT), 8 credits CLAS 201 and CLAS 202, or CLAS 301 (with appropriate topic as substitute for Ancient Greece and/or Ancient Rome). These courses do not require proficiency in either Greek or Latin. All readings are in English.

BA degree in Greek

The major in ancient Greek (GRK) provides students with the skills and knowledge to read a variety of authors and genres, from Homeric Greek to the 'koine' of the New Testament. In addition to elementary and intermediate ancient Greek courses that may fulfill the General Education requirement in Foreign Languages, the curriculum focuses on the major authors and genres of ancient Greek literature, especially those of fifth century and fourth century BCE Athens. The 300 level seminars include the study of literature as a lens for understanding Hellenic culture, incorporating the concepts and methods of modern critical theory. The major in Greek will enable students to pursue post-undergraduate study in ancient Greek. However, those who are interested in a doctoral degree in Classics should be aware that undergraduate preparation must include the study of Latin beyond the elementary and intermediate levels. To major in ancient Greek, students must complete 24 credits in ancient Greek (GRK), 8 credits in Latin (LAT), 4 credits of either CLAS 201 or CLAS 301 (a topic related to Ancient Greece), a minimum of 4 credits of Senior Research (GRK 451-452), and the 1 credit Senior Classics Symposium (CLAS 440), including the Senior Comprehensive Examination.

Minor in Greek

To minor in ancient Greek, students must complete 20 credits in ancient Greek (GRK), and 4 credits of either CLAS 201 or CLAS 301 (a topic related to Ancient Greece)

Course Offerings in Ancient Greek

Please consult Greek (GRK), page 134 section for course descriptions: Greek 111, 112, 211, 301, 302, 311, 312, 322, 331, 332, 341, 361-362, 363-364, 451-452, 461-462

BA degree in Latin

The major in Latin (LAT) ideally enables a student to read fluently the language of ancient Rome and of authors and scholars from antiquity to the Renaissance. In addition to the elementary and intermediate Latin sequence that may fulfill the General Education requirement in Foreign Languages, the curriculum provides courses on the major authors and genres of Latin literature from Roman comedy to Silver Age poetry. Advanced courses are conducted as seminars, and students read significant works in Latin, as well as examining the appropriate historical and cultural contexts and relevant critical theories. The major in Latin will fully prepare students to teach the language at the secondary level, and it will provide the necessary foundation for post-undergraduate study of Latin. Students, however, who are interested in a doctoral degree in Classics, should be aware that undergraduate preparation must include a commensurate amount of study in ancient Greek. To major in Latin, students must complete 24 credits in Latin (LAT), 8 credits in ancient Greek (GRK), 4 credits of either CLAS 202 or CLAS 301 (a topic related to Ancient Rome), a minimum of 4 credits of Senior Research (LAT 451-452), and the 1 credit Senior Classics Symposium (CLAS 440), including the Senior Comprehensive Examination.

Minor in Latin

To minor in Latin, students must complete 20 credits in Latin (LAT), and 4 credits of either CLAS 202 or CLAS 301 (a topic related to Ancient Rome).

Course Offerings in Latin

Please consult Latin (LAT), page 153 section for course descriptions.

Latin 111, 112, 211, 301, 302, 311, 312, 322, 331, 332, 341, 361-362, 363-364, 451-452, 461-462

Course Offerings

Classical Culture (CLAS-101) This is an introductory course in the history and culture of ancient Greece and Rome, focusing on particular topics relating to classical culture, and emphasizing the analysis of textual and material evidence. **4**

Ancient Greece (CLAS-201) An overview of Ancient Greek civilization from the Bronze Age to the period following the death of Alexander the Great. Greek culture was a Mediterranean phenomenon that spread in antiquity from the Aegean through Egypt and central Asia to India and became the core of education for European and American students during the 18th and 19th centuries. The course focuses on the major social and political institutions (such as the creation of the first democracy) as well as the intellectual and artistic achievements of the Greeks. **4**

Ancient Rome (CLAS-202) A survey of Roman civilization from both an historical and cultural perspective. Chronologically, the course traces the development of the "eternal city" from a tiny village of mud and straw along the banks of the Tiber River in central Italy to the city of marble and bronze dominating the Mediterranean world and beyond. Culturally, we consider Rome's legacy to the western world in terms of its social and political institutions, as well as its intellectual and artistic achievements. **4**

Classical Mythology (CLAS-221) This course is a study of the mythology of classical antiquity, with an emphasis on its representations in literature and art, and its relationship to the practice and rituals of Greek and Roman religion. **4**

Topics in Classical Antiquity (CLAS-301) Seminar course on a particular era or topic in Greco-Roman antiquity. Topics rotate by semester, but have included: ‘Women in Antiquity,’ ‘Race and Ethnicity in Antiquity,’ ‘Ancient Democracies,’ and ‘Greek and Roman Drama.’ This course may be taken more than once. **4**

Directed Study (CLAS-361) 1-4

Directed Study (CLAS-362) 1-4

Independent Study (CLAS-363) 1-4

Independent Study (CLAS-364) 1-4

Senior Classics Symposium (CLAS-440) This is a required course for senior majors in Classics, ancient Greek or Latin. It is a seminar providing an overview of Greek and Roman culture in preparation for the Senior Comprehensive examinations. **1**

Senior Research (CLAS-451) **4**

Senior Research (CLAS-452) **4**

Communication

Faculty

Associate Professor Amanda M Gunn, Chair

Professor Suzanne E. Condray; Associate Professors John Arthos, Amanda M Gunn, Jeffrey Kurtz, Lisbeth Lipari; Assistant Professors Hollis Griffin, Alina Haliliuc, Bill Kirkpatrick, Sangeet Kumar, Laura Russell, Ping Yang; Instructor (part-time) Alan D. Miller; Academic Administrative Assistant Sally Scheiderer

Departmental Guidelines and Goals

Courses in the Department of Communication examine the process by which meanings are developed, shaped, and shared in interpersonal, mediated, and speaker-audience contexts across and within cultures. In and out of the classroom, faculty and students study communication processes and how people perceive them, assign meaning to them, and respond to them in different circumstances.

Courses in the department present opportunities for students who wish to gain a deeper insight into the communication process or who are considering careers in teaching, law, government, journalism, radio or television broadcasting, communication management, business and public policy.

Communication Major

A student majoring in Communication must complete a minimum of 36 semester hours of credit in the department. All majors must take Theorizing Communication (COMM 280) and Research in Communication (COMM 290) by the end of their sophomore year and before taking upper division (300-and 400-level) courses. In addition to completing these core requirements, students must complete one course at the 100-level, one course at the 200-level, three courses at the 300-level, one course at the 400-level, and one course at any level.

Communication Minor

A student minoring in Communication must complete a minimum of 24 semester hours of credit in the department. All minors must take Theorizing Communication (COMM 280) and Research in Communication (COMM 290) by the end of their sophomore year and before taking upper division (300-and 400-level) courses. In addition to completing these core requirements, students must complete one course at the 200-level, one course at the 300-level, one course at the 400-level, and one course at any level.

Course Offerings

Public Address (COMM-101) This course is designed to help students develop skills for effective oral communication. At a minimum, students will emerge more confident on the public platform. When refined by practice and experience, the critical thinking, composition, and performance skills learned should prove most useful in personal and professional endeavors. **4**

Introduction to Writing for Print and Online (COMM-108) This course focuses on the fundamentals of reporting and writing nonfiction for print. Topics include storytelling and narrative, lead writing, point of view, information gathering, interviewing, and more. The class aims to help students develop overall research, writing, and thinking skills; questioning, listening, and interviewing skills; and a more sophisticated understanding of print journalism. (Offered fall only) **4**

Ethics and Society (COMM-111) This course explores communication ethics from philosophical and applied perspectives in a variety of social contexts. Weekly theoretical discussions are grounded in applied cases that resolve around issues such as whistleblowing, free speech, group think, lying, confidentiality, privacy, coercion, and consensus. **4**

Special Topics in Communication (COMM-115) Special Topics in Communication provides a venue in which to explore in some depth an aspect or issue related to communication study. May be taken more than once by majors or non-majors to address special topics. **4**

Argumentation (COMM-122) In this course students will explore the art of inquiry and advocacy known as argumentation. In order to become better audiences and practitioners of argument, students will consider the nature of argument, the building blocks of argument and the practice of argument in public debate. **4**

Media Structures (COMM-126) This course is designed to initiate students into critical and intelligent debates surrounding the issue of communication and its pertinence to mass, modern and postmodern societies. We consider specifically how mass communication has been defined from the 19th through to the beginning of the 21st century and how this history is relevant to issues of mass society today. Given that almost every person in America is affected by mass culture and media, we will discuss through the lectures, discussions and exercises a number of controversial suggestions, critical paradigms and mainstream assumptions. Throughout the course, students will be expected to understand these approaches and be able to both criticize and recognize the legitimacy of these models. **4**

Freedom of Speech (COMM-130) Freedom of Speech introduces students to the dimensions of oral discourse both as practiced in a community of citizens and theoretically viewed through various legal interpretations. We will examine how the first amendment rights have been defended and impinged within academic settings, throughout historical periods of political unrest and war, and in daily exchanges marked by hate, defamation and obscenity. **4**

The Politics of Popular Culture (COMM-140) The terrain of popular culture has historically been a site of contentious struggles and debates. For long (as is the case even today) one's cultural "taste" was a significant factor in determining one's standing in the social hierarchy. Debates about "high" vs "low" culture and about what cultural texts and practices must stand in to represent a community have involved some of the most well known intellectuals in history. Analyzing the trajectory of these debates over the years provides us with a lens through which to understand historical social changes. It also allows us to appreciate that several contemporary debates (for instance about the cultural meaning of Hip Hop or Reality TV) have historical precedents that inform and precede them. This introductory course seeks to trace those debates from their origins in middle century Europe to their culmination into contemporary battles over popular culture. In so doing it seeks to politicize popular culture and unravel the competing ideologies and worldviews embedded within it. We begin by reading some of the prominent theorists of "high" culture and then problematize their arguments by studying the challenges to them (most stridently posed by the Birmingham school of scholars). We will then use this historical debate to inform our understanding of the contemporary world of popular culture in America. In the process we will also learn various ways to analyze and critique objects of popular culture around us that we often unthinkingly consume. **4**

Introduction to Media Literacy (COMM-147) While most of us are proficient consumers of visual electronic media - we have the speed of symbol-recognition and comprehension skills to be adept "readers" - few of us have learned to bring to that reading the critical skills we learn in the study of literature, music or art. This course examines how sound and images construct the "realities" that media presumably represent. **4**

Introductory Topics in Communication (COMM-199) A general category used only in the evaluation of transfer credit. **1-4**

Global Communication (COMM-205) The purpose of the course is to acquire an understanding of the key concepts and ideas about globalization and the role the mass media plays in the process. While the term "globalization" has been bandied about among the popular press, academic and the business community, this course will attempt to contextualize and ground the concept by developing a multiperspectival approach to some of the political, economic and social processes that have been associated with the development of a world communication system. Throughout the course, we will examine the growing centrality that the mass media and information technologies play in our daily lives and the ways in which they contribute to or hinder our daily practices of identity, community and culture in a global context. **4**

Communication Special Topics (COMM-215) Special Topics in Communication provides a venue in which to explore in depth an aspect or issue related to communication study. May be taken more than once by majors or non-majors to address special topics. **4**

Theories of Group Communication (COMM-221) This course explores the communication processes in and around social, organizational and political groups. The dynamic nature of group formation, flexibility and sustainability will serve as the foundation of the course. Questions regarding the desire for belonging, how belonging gets enacted, and the tensions of group identification and membership will serve as the thread for exploring groups in a variety of contexts. **4**

Rhetoric (COMM-223) Rhetoric is the art of the spoken and written word, and its study and practice has been the foundation of a liberal education for two thousand years. It grounds the traditions and practices of politics, law, commerce and religion, and its power is felt in every sphere of public life. In this course we focus on the practice and theory of rhetoric as the medium of civic engagement, and the constituting act of self and community. **4**

Theories of Interpersonal Communication (COMM-224) This course provides students with an interpretive and critical perspective for investigating the process of our making social worlds. Students will analyze interactional patterns of communication in personal and cultural mythology, in family communication, and in college students' culture. **4**

US Broadcast History and Theory (COMM-225) The broadcasting industry is undergoing dramatic change as new technologies and shifting attitudes toward regulation alter relationships within the industry, rechannel audience viewing, and redirect revenues. This class explores these phenomena though the lens of U.S. broadcast history, and studies the structure of the broadcasting/cable industries, the objectives of radio and television as social forces and cultural influences, program types and existing programs aimed toward the development of acceptable standards for broadcasting. **4**

New Literacy Lab (COMM-227) Digital technology is merging traditional communication modalities of voice, text, and image into ever new forms of representation and interaction, changing many aspects of our lives profoundly, not only in terms of personal and business relationships, consumer habits, work environments, and civic engagement, but even in the ways we understand ourselves, relate to each other, and form identities. Students will explore the creative potential of these communication forms in a lab practicum closely tied to the exploration of their existential impact in theory readings and class discussion. **4**

Mediating Gender and Sexuality (COMM-229) In this class we will examine and evaluate the cultural construction and representation of gender and sexuality in contemporary American mass media, and trace their development throughout the 20th century. We will focus on a variety of mass-produced commercial media texts, surveying television, magazines, advertising, and popular music. Although gender is the primary identity construction examined in this course, we will also pay close attention to other aspects of identity that define American women, such as ethnicity, class, and sexuality. We will investigate representational issues in relation to their political repercussions, and draw from a broad range of academic literature, including feminist television criticism, film theory, cultural studies, communication theory, and popular music criticism. Cross-listed with COMM 229. **4**

Racialized Perspectives of Media (COMM-239) This course critically examines the forms that racial and ethnic representations have taken in American media. The course will attempt to chart changes in public perception of racial and ethnic difference in the context of cultural and social transformations, as well as adjustments in the U.S. media industry. We will first establish a foundational knowledge of media criticism and explore theories and perspectives on how ethnicity is experienced in American culture. We will then focus on the topic of the representation of ethnicity in American media, surveying it historically, in relation to specific ethnic groups, at particular moments, and in a variety of genres. **4**

Theories of Intercultural Communication (COMM-244) This course examines the processes and politics of intercultural communication in both domestic and international contexts. Students will enhance their cross-cultural awareness by exploring differences in value orientations, thought patterns and (non)verbal behaviors, challenges of transition and adaptation across cultures, identity management in intercultural settings, intergroup relationship development and conflict resolution, and intercultural communication competence and ethics. Throughout the course, special considerations will be given to power and privilege issues in bridging differences and embracing diversity. **4**

Communication and Technology (COMM-250) This course is designed to examine the impact of the Internet and information technology on our daily lives. Advanced technology becomes a normal part of life and creates new contexts for communication. This class goes beyond technical and how-to-issues to investigate how newmedia affects our communication practices with others. Over the semester we will focus on issues relating to mediated communication and advanced communication technology. Particular topics discussed include media effects, relationships, identity, agency, distanciation and genesis. This course is designed for students who already have basic experience with computers and the Internet. **4**

Visual Communication (COMM-255) This course explores how we perceive and interpret the images and visual texts that we encounter. The course introduces perspectives from visual intelligence, media aesthetics, and visual rhetoric, while offering students opportunities to employ these perspectives in analyzing a range of visual mediums. **4**

Theorizing Communication (COMM-280) This course introduces students to selected theoretical perspectives and vocabularies for understanding human communication. This course is designed to both introduce and provide an overview of the discipline of communication studies. First-Year or sophomore standing or consent. Required of all majors and minors. **4**

Research in Communication (COMM-290) The purpose of this course is to expose students to major research methods used in the communication discipline. The course will sensitize students to issues in the field, familiarize students with types of research methods used in the discipline and enable students to formulate research questions, and design appropriate studies to answer those questions. In addition, the course will facilitate students' ability to understand the logic and process of research and to engage in critical analyses of reports and studies published in communication journals. First-year or sophomore standing or consent. Required of majors/minors. **4**

Intermediate Topics in Communication (COMM-299) A general category used only in the evaluation of transfer credit. **1-4**

Comparative Media Systems (COMM-305) This course examines media systems in developed and developing nations. It explores the ways in which various media systems have been shaped and influenced by the social, political and cultural systems in which they are located and, in turn, how the media shape and influence those systems. Investigating the different contexts that determine how a medium such as television, radio, or the internet is used in terms of who decides what is conveyed to the public, and with which rationale, students will examine the ways in which media outlets around the world have or have not served popular expression and democracy. Prerequisites: Comm 280 and COMM 290 or consent of instructor. **4**

Organizational Culture (COMM-306) This course is informed by the claim that communication is the means through which we construct, participate, and convey the cultures of which we are a part. The constitutive nature of communication is explored by investigating an existing organizational culture through an application of communication concepts and theories, cultural studies theories, and qualitative research methods. Prerequisites: COMM 280 and COMM 290 or consent of instructor. **4**

Ethics and the Public Sphere (COMM-311) This course explores the intersection between communication ethics and political communication in the context of democratic pluralism. After being introduced to the central themes, questions, and literatures of discourse ethics and dialogic philosophy, students then explore the relationships between response and responsibility, and ethics and politics, in deliberative public spheres. Prerequisites: COMM 280 and COMM 290 or consent of instructor. **4**

Listening, Thinking, Being (COMM-313) Although we know listening is central to communication, we rarely think about it. In this course we place listening at the center of communication and explore a range of sound environments and listening practices including auditory cultures, acoustic ecology, animal communication, film sound, music, human dialogue, and deaf cultures. Rather than focus on technical questions such as how to be a more effective listener the course asks the basic question of how we listen and explores the indissoluble relationships between listening, speaking, thinking, and being. Along the way, we will also consider the cultural, philosophical and ethical dimensions of listening. Prerequisites: COMM 280 and COMM 290 or consent of instructor. **4**

Special Topics in Communication (COMM-315) These classes focus intensively upon a particular aspect of communication. May be taken more than once for elective credit as an upper division course. Prerequisites: COMM 280 and COMM 290 or consent of instructor. **4**

Language, Culture, and Communication (COMM-320) This course is based on an understanding that culture is maintained through systems of meaning, and that communication is the sharing of meaning between people. This course explores the many ways in which language, culture, and communication interact with, influence, and manifest each other. It investigates the relationships between these three constructs using the tools of linguistic anthropology, semiotics, and cultural theory to gain a better and deeper understanding of the taken-for-granted aspects of our social worlds. During the semester, students will examine the cultural influences of language on communication, social functions of language, cultural signs and codes, spoken language, dialects, bilingualism, and multiculturalism. This course is designed to encourage students to synthesize core course concepts and apply them to everyday lives in critical and creative ways. Prequisites: Communication major or minor; COMM 280 and Comm 290. **4**

The Rhetoric of Citizenship (COMM-324) This course explores the symbolic dimensions of the American public discourse about rights and citizenship. Students will undertake historical and rhetorical examinations of the key texts and issues that give these their tone and tenor. Prerequisites: COMM 280 and COMM 290 or consent of instructor. **4**

Communication Law (COMM-328) Communication Law examines the constitutional and statutory principles associated with the First Amendment issues of free speech and free press. The course examines legal decisions, governmental regulatory doctrines, and self-regulatory practices which inform First Amendment law. Particular topics discussed include censorship, obscenity and pornography, libel law, privacy, governmental secrecy, free press/fair trial, regulation of telecommunications, advertising and the Internet. Prerequisites: COMM 280 and COMM 290 or consent of instructor. **4**

Gender and Communication (COMM-329) This course focuses on (1) the role of interpersonal, social and political communication in the construction of gender expectations in American culture, and (2) how those expectations get communicated/performed, and thus reified, in our daily lives. We will explore the complex interplay between self expectations and social expectations of gender that get expressed, challenged, and ultimately influenced by and within a variety of social and interpersonal contexts: education, the body, organizations, friends and family, romantic relationships, the media, and politics. Cross-listed with WMST 329. Prerequiste: COMM 280 and COMM 290, or WMST major. **4**

Digital Technology and Cultural Change (COMM-333) The world of communication continues to change rapidly, and with it, the cultural landscape. New avenues of social connection, political action, and creative production are clashing with powerful financial, legal, and political forces, and the outcomes of these clashes are far from certain. This class explores the possibilities for cultural change that digital technology presents and the social and economic struggles over the future of our culture. Prerequisites: COMM 280 and COMM 290 or consent of instructor. **4**

Exploring Rhetorical Texts (COMM-344) This course examines the art of rhetorical criticism. In becoming a practicing rhetorical critic, students will learn to situate, interpret, and judge historical and contemporary public persuasive discourse. Topics include the nature of criticism and the role of the critic, the process of contextual reconstruction, key issues in textual reading, and methods of rhetorical analysis. Prerequisites: COMM 280 and COMM 290 or consent of instructor. **4**

Cultural Globalization and Identity (COMM-345) This course will critically engage with the phenomenon of the global circulation of culture. It will seek to understand the consequences of the process whereby texts, ideas and images that for long remained confined to their locations of origin are today increasingly mobile and de-territorialized. Objects of popular culture such as television, cinema and music, are circulating and being consumed around the world and are helping challenge the traditional markers of human identity such as nation, culture and language. While they are allowing individuals to imagine alternatives to existing realities they are also engendering a backlash against a perceived imposition of new ideas, values and culture. This course will seek to familiarize students with these ongoing changes and the conflicts over cultural and national identity that it has given rise to. We will begin with arguments that present a totalizing view of this process (the Cultural Imperialism thesis) and then over the course of the semester complicate and nuance those arguments by introducing agency and empowerment for the consumers of global culture. We will do this by closely studying actual case studies (from reality TV in Saudi Arabia or McDonalds in Japan) in order to understand the stakes involved in the struggle to define and "protect" national and cultural identity. At the end of this semester long course students should have gained a deep understanding of why the process of globel flow of culture is a deeply contentious and political phenomenon. Understanding these conflicts through the lens of identity will help students complicate that term as well as interrogate their views about their own identity. Prerequisites: COMM 280 & 290; majors and minors only. **4**

Advanced Journalism (COMM-350) This course allows students to explore the planning, reporting, and writing of in-depth news stories. It also explores the ethical considerations of such projects. The organic and collaborative process provides students the opportunity to hone their writing skills by focusing on the importance of story structure and content. Prerequisites: COMM 108 or COMM 280 or COMM 290 or consent of instructor. (Offered spring only) **4**

Directed Study (COMM-361) 1-4

Directed Study (COMM-362) 1-4

Independent Study (COMM-363) 1-4

Independent Study (COMM-364) 1-4

Advanced Topics in Communication (COMM-399) A general category used only in the evaluation of transfer credit. **1-4**

Special Topics Seminar (COMM-401) These seminar courses focus intensively upon a particular aspect of communication. Recent examples include Visual Culture and Media and Cultural Policy. Prerequisites: COMM 280 and COMM 290 or consent of instructor. **4**

Language, Identity and Politics: Discourse and the Public Sphere (COMM-402) This course examines the role of language and discourse in constructing, maintaining and transforming identities, publics and politics in late 20th century democracies. Throughout, we will consider the relationship between language use and unequal relations of power. We will begin with an introduction to discourse studies and explore discourse as symbolic power, social practice and ideology. Next, we will examine the role of discourse in constructing and maintaining identities and communities, including those of sublatern and marginalized publics. Finally, we will examine and critique the role of discourse in public sphere(s) from Afrocentric, feminist and queer perspectives. Prerequisites: COMM 280 and COMM 290 or consent of instructor. **4**

Culture and Communication (COMM-403) This seminar takes a historical and critical approach to understand the role communication plays in creating various cultural experiences. Topics include: How can we best understand and study the construction of "culture" through a communication lens? What does "American culture" mean within a pluralistic and diverse society? How are different cultural voices created, heard or erased? How is "America" constructed from international scholars' perspectives? Prerequisites: COMM 280 and COMM 290 or consent of instructor. **4**

Media and the Presidency (COMM-404) This course examines the relationship between the media and the American presidency from both a historical and contemporary perspective. The seminar focuses on the historical dynamics of the relationship, the role of institutional factors in White House coverage, the influence of presidential press coverage on public perception of the presidency, and the influence of the media on presidential election campaigns. Resources and texts represent a diversity of views among scholars, journalists and presidential administration personnel. Prerequisites: COMM 280 and COMM 290 or consent of instructor. **4**

Rhetoric and Social Movements (COMM-406) This course focuses on the historical rhetorics of discontent and transformation. Students will examine the characteristics and functions of persuasive discourse produced by social movements; the ways in which symbolic action sought to shape perceptions of concrete realities. Of particular interest will be the intersection of cultural context, biography, and creative rhetorical strategy. Prerequisites: COMM 280 and COMM 290 or consent of instructor. **4**

Critical Perspectives in Communication (COMM-408) This course is designed to acquaint students with criticism as a method for answering research questions in communication. Students will be provided with opportunities to apply various methods in the writing of essays analyzing various kinds of communication texts - both discursive and non-discursive. Public communication via public speaking, broadcast, film and print media as well as art, architecture and music will be among the texts examined over the course of the term. Prerequisites: COMM 280 and COMM 290 or consent of instructor. **4**

International Communication (COMM-409) This seminar examines the nature of information flows within and between nations, the issues raised by such communication, and the institutions involved and patterns evident in the development of and relations between nation-states. The course explores issues surrounding the constituent role that the news and entertainment media have played in the formation and maintenance of the nation-state. Topics raised will include uses of information in domestic and foreign policy, the extension of cultural imperialism, corporate invasion of privacy, and incursions upon sovereignty and national security. In examining the resolution of such issues, the course analyzes how nations' power is distributed and utilized among multiple forces. Prerequisites: COMM 280 and COMM 290 or consent of instructor. **4**

Rhetoric and the American Experience (COMM-413) This course explores the American rhetorical tradition and some of the speakers, ideas, and movements that have given American rhetorical tradition its voice and texture. We will read broadly and deeply key oratorical texts from the nineteenth century to the present and examine the scholarship that has attempted to explain these acts of symbolic influence. Our work will culminate in the drafting and thorough revising of article-length research essays. Students will be invited throughout the seminar to stretch and refine their voices as working rhetorical scholars. Prerequisites: COMM 280 and COMM 290 or consent of instructor. **4**

Conflict and Communication (COMM-415) A study of how the use of communication during the process of social interaction creates and resolves conflict. The course will explore theories relating to the nature of conflict, strategic negotiation models, issues revolving around third party intervention, and other topics related to the current research in peace, reconciliation, conflict and communication theory. Prerequisites: COMM 280 and COMM 290 or consent of instructor. **4**

Senior Research (COMM-451) 4

Senior Research (COMM-452) 4

Computer Science

Faculty

Associate Professor Thomas C. Bressoud, Chair

Professors Todd H. Feil, Jessen T. Havill, Joan Krone; Associate Professors Thomas C. Bressoud, R. Matthew Kretchmar; Assistant Professor Ashwin Lall; Academic Administrative Assistant Dee Ghiloni

Departmental Guidelines and Goals

Computer Science is the study of algorithmic problem solving in both theoretical and applied areas. The major in Computer Science is designed to enable students to become well rounded in these areas, and well prepared for either graduate study or work in a variety of fields. Emphasis is placed on core concepts, analytical thinking, and problem solving throughout the curriculum.

In addition to a broad complement of introductory courses, the department regularly offers advanced courses in artificial intelligence and robotics, computer systems and networking, algorithm analysis and the theory of computation, software engineering, computer game design, and computational biology. Students have opportunities to conduct research through the Anderson summer research program and/or a senior research project.

Students interested in a Computer Science major should take either CS 110 or CS 111 followed by CS 173 and CS 174 by the end of the first year. In rare circumstances, a student may complete this sequence during the sophomore year. Majors should also take Math 123 during the first year.

Computer Science Major

The core courses in Computer Science are CS 110 or 111, 173, 174, 271, 275, 281, 371, and Math 123. Math 210 may substitute for CS 174. All Computer Science majors must complete these courses.

Bachelor of Arts Degree The minimum requirements for a B.A. degree in Computer Science are the core plus two additional Computer Science courses at the 300 or 400 level, excluding 361-362 and 363-364.

Bachelor of Science Degree The minimum requirements for a B.S. degree are the core, CS 334, CS 372, and three additional Computer Science courses at the 300 or 400 level, excluding 361-362 and 363-364. Students may substitute Math 242 for one of these additional courses. We strongly recommend that B.S. candidates also take Math 124 and Math 210, and one or more of 231, 232 and 242. A year-long senior research project may count as one elective toward the major.

Computer Science Minor

A minor in computer science consists of CS 110 or 111, 173, 174, 271, 281, and Math 123. Math 210 may substitute for CS 174.

Computational Science concentration

Computational Science is the field of study concerned with constructing mathematical models and numerical solution techniques, and using computer algorithms and simulation to analyze and solve scientific, social scientific, and engineering problems. The Computational Science concentration consists of: four core courses (MATH 124, 231, CS 110 or 111, and CS 173), and an additional course at the 200-level or above. This additional course, which may be in another department, must have a strong and persistent mathematical modeling or computer component and must be pre-approved by the Mathematics and Computer Science department. In addition, the student must take a two (2) semester sequence of courses in another department besides Mathematics and Computer Science. A written plan for completing the concentration must be approved by the Mathematics and Computer Science Department prior to enrollment in the elective course. In particular, the elective course and cognate requirements above must be chosen consistently with a valid educational plan for the study of Computational Science (as defined above). Any Mathematics major who wishes to complete this concentration must choose a computer science course as their elective course. Any Computer Science major who wishes to complete this concentration must choose a mathematics course for their elective course. A double Mathematics and Computer Science major is not eligible for this concentration.

Additional Points of Interest

Students who intend to continue with graduate study in Computer Science should pursue the B.S. degree.

The Anderson Foundation and the Denison University Research Foundation (DURF) support qualified students conducting summer research. For off-campus research opportunities in Computer Science, see the Oak Ridge Science Semester described at www.orss.denison.edu.

Course Offerings

Foundations of Computing Through Digital Media (CS-110) This course is an introduction to computational problem solving. Students will develop their abilities to abstract otherwise complex problems and generate elegant and efficient solutions. Students will practice these skills by developing computer programs that manipulate digital images and sounds. These skills will prove applicable not only in subsequent computer science courses but in numerous other fields. Absolutely no prior experience is necessary. Students may not earn credit for both CS 110 and 111. **4**

Foundations of Computing for Scientific Discovery (CS-111) This course is an introduction to computational problem solving. Students will develop their abilities to abstract (or model) otherwise complex problems and generate elegant and efficient solutions. Students will practice these skills by developing computer programs that solve problems motivated by research in the sciences. Additional topics may include modeling and simulation, Monte Carlo methods, numerical approximation, data analysis, data storage, cryptography and cryptanalysis, digital image processing, data mining, and fractals. Absolutely no prior experience is necessary. Students may not earn credit for both CS 110 and 111. **4**

Seminar: Programming Problems (CS-119) Students meet weekly to solve a challenging programming problem. Strategies for solving problems will be discussed. Used as a preparation for programming contests. Prerequisite: CS 173. Offered fall semester. **1**

Intermediate Computer Science (CS-173) A study of intermediate level computer science principles and programming techniques with an emphasis on abstract data types and software engineering. Topics include recursion, sorting, dynamic memory allocation, basic data structures, software engineering principles, and modularization. Prerequisite: CS 110 or 111. **4**

Discrete Mathematics for Computer Science (CS-174) This course covers mathematical topics necessary for understanding concepts in computer sciences. Topics include proofs, sets, relations, functions, number theory, induction, solving recurrences, probability, elementary counting techniques and matrices. Prerequisite: CS 110 or 111. **4**

Introductory Topics in Computer Science (CS-199) A general category used only in the evaluation of transfer credit. **1-4**

Topics in Computer Science (CS-200) Occasionally, the department offers this "mini course" devoted to a particular application or programming language. Past offerings have included scripting languages, Mac OS X programming, and LaTeX. **1**

Technical Communication I (CS-215) This course aims to enhance mathematics and computer science students' proficiency and comfort in orally communicating content in their disciplines. Students will present three talks during the semester on substantive, well-researched themes appropriate to their status in their major. Prerequisite: Math 210 or CS 271. **1**

Data Structures (CS-271) In this course, students study a variety of data organization methods, and implement and analyze the efficiency of basic algorithms that use these data structures. Course topics include lists, stacks, queues, binary search trees, heaps, priority queues, hash tables, and balanced trees. Students will also be introduced to basic functional programming in LISP. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Intermediate Computer Science (CS 173) and a grade of C or higher in Discrete Math (CS 174) or Proof Techniques (MATH 210). Prerequisites: CS 173 and either CS 174 or MATH 210. **4**

Elementary Graph Theory (CS-275) Graphs are mathematical structures that are used to model a great variety of phenomena ranging from the internet to social networks to phylogenetic clusters. In this class, we will study the mathematical properties of graphs and develop algorithms to solve many common graph problems. Prerequisite: CS 110 or 111 and 174 or Math 210. **4**

Introduction to Computer Systems (CS-281) A study of computer organization and the interface between hardware and software. Topics include assembly language programming, machine language, binary number representation and computer arithmetic, the central processing unit, input and output, the memory hierarchy, and digital design using modern simulation software. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Intermediate Computer Science (CS 173). Prerequisite: CS 173. **4**

Intermediate Topics in Computer Science (CS-299) A general category used only in the evaluation of transfer credit. **1-4**

Computational Biology (CS-309) As large and complex data sets have become more prevalent in biology, computer algorithms for analyzing the data have become critical, driving the need for scientists with expertise in both fields. This interdisciplinary course will explore this intersection, examining the biology and the computational methods behind a variety of interesting and important problems. Students will initially work with a single instructor to build a background outside of their own discipline (Biology students with a Computer Science instructor, CS students with a Biology instructor), followed by a merging of the two groups into a single team-taught class, which will investigate a series of biological problems with a computational focus. The laboratory portion of the course will involve students working together in multidisciplinary groups to design algorithms to investigate these problems, as well as undertaking a self-designed "capstone" project at the end of the term. Prerequisites: CS 173 and either CS 271 or MATH 231. Students are also encouraged to have taken BIOL 150 and 201. Course is cross-listed with BIOL 309. **4**

Technical Communication II (CS-315) This course is a capstone experience in oral and written communication for mathematics and computer science majors. Students will research a substantive topic, write a rigorous expository article, and make a presentation to the department. Prerequisite: Math/CS 215. Corequisite: a 300-400 level mathematics or computer science course. **1**

Theory of Computation (CS-334) This course is a study of formal languages and their related automata. Turing machines, unsolvable problems and NP-complete problems. The department strongly recommends that student enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). Prerequisites: CS 271 and 275. **4**

Operations Research (CS-337) This course involves mathematical modeling of real-world problems and the development of approaches to find optimal (or nearly optimal) solutions to these problems. Topics include: Modeling, Linear Programming and the Simplex Method, the Karush-Kuhn Tucker conditions for optimality, Duality, Network Optimization, and Nonlinear Programming. Prerequisite: Math 231. **4**

Artificial Intelligence (CS-339) A survey course of topics in Artificial Intelligence including search, formal systems, learning, connectionism, evolutionary computation and computability. A major emphasis is given to the philosophy of Artificial Intelligence. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). Prerequisite: CS 271 or Math 231 or consent of instructor. **4**

Software Engineering (CS-349) Students will apply their theoretic background, together with current research ideas to solve real problems. They will study principles of requirements analysis, methods of designing solutions to problems, and testing techniques, with special emphasis on documentation. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). Prerequisite: CS 271 and 281. **4**

Directed Study (CS-361) 1-4

Directed Study (CS-362) 1-4

Independent Study (CS-363) 1-4

Independent Study (CS-364) 1-4

Algorithm Design and Analysis (CS-371) In this course, students study in depth the design, analysis, and implementation of efficient algorithms to solve a variety of fundamental problems. The limits of tractable computation and techniques that can be used to deal with intractability are also covered. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). Prerequisites: CS 271, 275, and junior/senior status. **4**

Operating Systems (CS-372) A study of the principles of operating systems and the conceptual view of an operating system as a collection of concurrent processes. Topics include process synchronization and scheduling, resource management, memory management and virtual memory, and file systems. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). Prerequisites: CS 271 and 281. **4**

Programming Languages (CS-373) A systematic examination of programming language features independent of a particular language. Topics include syntax, semantics, typing, scope, parameter modes, blocking, encapsulation, translation issues, control, inheritance, language design. A variety of languages from different classes are introduced. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). Prerequisites: CS 271 and 281. **4**

Compilers (CS-374) A study of regular and context-free languages with the purpose of developing theory to build scanners and parsers. The class will develop its own structured language and construct a working compiler. An examination of compiler construction tools. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271).Prerequisites: CS 271, 281, and 334. **4**

Computer Networks (CS-375) A study of computer network architecture and protocols. Topics include packet and circuit switching, datalink, network and transport layer protocols, reliability, routing, internetworking, and congestion control. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). Prerequisites: CS 271 and 281. **4**

Database Systems (CS-377) A study of the design, implementation and application of database management systems. Topics include the relational data model, physical implementation issues, database design and normalization, query processing and concurrency. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). Prerequisites: CS 271 and 281. **4**

Robotics (CS-391) An introductory course in both hardware and software aspects of robotics. Students will learn the basics of manipulators, sensors, locomotion, and micro-controllers. Students will also construct a small mobile robot and then program the robot to perform various tasks. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). Prerequisites: CS 271 and 281. **4**

Advanced Topics in Computer Science (CS-399) A general category used only in the evaluation of transfer credit. **1-4**

Advanced Topics in Computer Science (CS-401) Topics may include Game Deisgn, High Performance Computing, Graphics or other subjects of current interest. **4**

Advanced Topics in Computer Science (CS-402) Topics may include High Performance Computing, Graphics, Neural Networks, Advanced Algorithms, Network security or other subjects of current interest. **4**

Advanced Topics in Computer Science (CS-403) Topics may include High Performance Computing, Graphics, Neural Networks, Advanced Algorithms, Network security or other subjects of current interest. **4**

Senior Research (CS-451) **4**

Senior Research (CS-452) **4**

Dance

Faculty and Staff

Associate Professor Sandra Mathern-Smith, Chair

Associate Professors Sandra Mathern-Smith (MFA), Gill Wright Miller (PhD); Assistant Professor Stafford C. Berry, Jr. (MFA); Resident Musician and Composer John Osburn; Production Assistant and Academic Administrative Assistant Susan Kosling

Mission Statement and Goals

The Department of Dance is committed to the liberal arts study of "dance as an art form" and the belief that such a study necessitates an integration of the kinesthetic (body), the intellectual (mind), and the emotional/internal (spirit). We see this trinity (body/mind/spirit) as the core concern of the discourse, the discipline and the department as we explore physical and metaphysical material both artistically and theoretically, exposing students to the principles of dance through the critical inquiries of movement practices and dance studies. We address these body/mind/spirit experiences as foundations for artistic, intellectual, and personal freedom.

Practically, we strive to balance breadth with depth in all aspects of our curriculum. To this end, each course blends physical and intellectual exploration. Early on in a student's career, we encourage the application of critical research and concert performance, emphasizing the use of technology and supporting collaboration through interdisciplinary work. Ultimately, our aim is to develop competence in a wide variety of approaches.

Goals

- Students will be able to achieve, minimally, an intermediate level of proficiency in a combination of various aspects of embodied movement practices.

- Students will be able to demonstrate (factual) knowledge and (reflective and analytical) understanding of the languages, syntax, historical developments, and cultural significances of dance's various bodily-kinesthetic forms.
- Students will be able to select appropriately and employ various methods for describing, discerning, analyzing, labeling, and categorizing human movement.
- Students will be able to use basic 21st century technology including digital equipment and software applications in order to access and document art work, and to use it appropriately to market or create within those media.
- Students will be able to explore, shed limitations, reflect, and question within a process, and demonstrate their self-discoveries in independent and original theoretical and creative projects.

Requirements for the Major in Dance (B.A. Degree)

36 credits minimum The Bachelor of Arts degree in Dance reflects a philosophy that integrates principles of theory and practice resulting in the development of an original voice. "Movement Practices" courses engage students in dance training and performance work, and in learning and applying physical skills to the creation and reconstruction of African/Diasporan, modern/postmodern, and (periodically) balletic dance forms. "Dance Studies" courses emphasize creating, moving, recording, reading and writing, exposing the foundational patterns of skilled movement acquisition, generating close textual analysis of specific movement forms, and contextualizing the diversity of dance forms. The boundaries between practice and theory are purposefully blurred, indicating our commitment to a liberal arts curriculum rather than a conservatory model.

Movement Practices: All dance majors must take any combination of 12 credits in Movement Practices. Possibilities include:

- African/Diasporan Level II or III, 2 credits (DANC 222, 322) or Performance, .5-1 credit (DANC 422/424)

- Modern/Postmodern Level II or III, 2 credits (DANC 232, 332) or Performance, .5-1 credit (DANC 432/434)
- Ballet (when available) Level II or III, 2 credits (DANC 242, 342) or Performance, .5-1 credit (DANC 442/444)

Dance Studies: All dance majors must take one course in any three areas of inquiry, comprising 12 credits (4 credits per course) in Dance Studies. Our dance curriculum offers four areas of inquiry. Possibilities include:

- Critical Historical Inquires: Modernism ReComposed; Creativity and Courage; The African/Diasporan Aesthetic in America
- Compositional Studies: Choreographic Investigations; African Movement Aesthetics; Improvisation; Site-Based Work; Text/Voice-Based Work
- Human Movement Investigations: Somatics I
- Movement Analysis: Labanotation; Labananalysis; Reconstruction

Advanced Studies: All dance majors must also enroll in a minimum of 12 additional credit hours (2-4 credits per course). These 12 credits shall be comprised of three requirements:

- Any 4 credits of elective that allows a student to deepen their knowledge and experience in a chosen area of interest. This may be combinations of Movement Practices or Dance Studies or a self-designed directed study in a topic of interest approved by the faculty
- Somatics II (second semester continuation of Somatics I)
- Senior Research 451 (Methodology and Proposal) (4 credits)
- Senior Research 452 (Investigation and Presentation) (4 credits)

Requirements for the Minor in Dance (B.A. Degree)

24 credits minimum The minor is designed to accomplish two things: (a) encourage those new to dance to have access to this course of study, and (b) avail those interested in a narrow study of dance to design a minor that suits their interests. Beyond a reduced number of requirements, the main differences between the major and minor are these:

- All 100-level courses are eligible for inclusion in the minor.
- No "Senior Research" is required in the minor.

Movement Practices: All dance minors must take any combination of 12 credits in Movement Practices (any genre at any level). Possibilities include:

- African/Diasporan Level I, II or III, 2 credits (DANC 122, 222, 322) or Performance, .5-1 credit (DANC 422/424)
- Modern/Postmodern Level I, II or III, 2 credits (DANC 132, 232, 332) or Performance, .5-1 credit (DANC 432/434)
- Ballet (when available) Level I, II or III, 2 credits (DANC 142, 242, 342) or Performance, .5-1 credit (DANC 442/444)

Dance Studies: All dance minors must take any three courses, resulting in 12 credits in dance studies (in any area).

- Critical Historical Inquiries: Understanding Dance; Modernism ReComposed; Creativity and Courage; The African/Diasporan Aesthetic in America
- Compositional Studies: Choreographic Investigations; African Movement Aesthetics; Improvisation; Site-Based Work; Text/Voice-Based Work
- Human Movement Investigations: Somatics I; Somatics II
- Movement Analysis: Labanotation; Labananalysis; Reconstruction
- Advanced Studies: Senior Research 451 (Methodology and Proposal); Senior Research 452 (Investigation and Presentation)

Additional Points of Interest

The General Education distribution requirements include two 4-credit-hour courses in two different departments in the Fine Arts Division. All Movement Practices courses, except Performance-Student (DANC 424, 434, 444) may accumulate credit toward a GE Fine Arts requirement. Any Dance Studies course fulfills one GE Fine Arts requirement.

When registering, please follow these guidelines:

- It is expected that students might enroll in Movement Practices courses at the same level for more than one semester. Generally, a student remains at the same level for one year.
- All 100-level courses assume no previous experience with Movement Practices or Dance Studies.
- All 200-level courses assume a review of the fundamentals of the languages and practices of the sub-discipline will be necessary, including a review of library searches and technology. Level II Movement Practices courses are appropriate for students with significant previous experience in dance training, even if not in the genre being offered.
- All 300-level courses assume the student has had prior experience with independent thinking and processing. Level III Movement Practices courses require permission of the instructor.
- All 400-level Movement Practices courses are by audition or invitation only.

Course Offerings

African/Diasporan Dance I (DANC-122) African/Diasporan Dance I focuses on African-centered forms of dance in one of many possible genres across the African Diaspora (e.g., traditional African forms, Jazz, African American vernacular, Hip-Hop, Contemporary African, Afro-Caribbean, Afro-Brazilian, etc.) Taught from a cultural perspective, this course emphasizes fundamentals such as fluidity, use of the spine, grounded and weighted qualities, and complex rhythms. Concert attendance, short written critical responses and weekly written journals are examples of outside work that is required. Cross-listed with Black Studies. No previous dance experience is expected. **2**

Modern/Postmodern Dance I (DANC-132) Modern/Postmodern Dance I is designed for students with no dance experience. It offers a basic movement experience that strives to promote greater integration of mental and physical knowledge and kinetic awareness. Exercises emphasizing placement, flexibility and strength are taught. Attention to the body, breath, momentum and the use of gravity for efficiency is emphasized and improvisation is introduced. In addition to movement work, class time may include video viewings of moments in modern dance history, short readings, creative movement projects and quizzes. Concert attendance, short written critical responses, and short composition assignments are examples of outside work that is required. **2**

Ballet I (DANC-142) Ballet I serves the student with no previous training, and those who have had little training or none recently. Basic body placement, the positions of the feet, simple port de bras, and other simple movements are taught. The proper carriage of the body in classic ballet technique is explored through elementary barre and centre exercises. In addition to movement work, class time may include video viewings of moments in ballet history, short readings, creative movement projects and quizzes. Concert attendance and critical responses are examples of outside work that is required. (Not offered 2012-2013) **2**

Understanding Dance as an Art Form (DANC-174) Understanding Dance as an Art Form is open to first-year students with an interest in dance in practice and in theory. No dance experience is necessary. Students will sample ballet, modern/postmodern, and African/Diasporan dance in a handful of master classes while considering dance as a socio-cultural mode of expression within a fine arts agenda. Field trips to live concerts by professional dancers will be included and are required as "texts" for this course. Students should be prepared to commit to 2-4 field trips over the course of the semester. **4**

Special Topics in Dance (DANC-194) 2-4

Introductory Topics in Dance (DANC-199) A general category used only in the evaluation of transfer credit. **1-4**

Seminar in Production (DANC-210) Seminar in Production focuses on many aspects of dance concert production. Topics covered include budgeting, marketing, graphic design, costume design/construction, lighting design for dance, box office and house management, video documentation, scheduling and backstage production. Professionals/faculty will make presentations in the various subfields. Students will collaborate in the production of major department-sponsored events. Limited readings are assigned. A portfolio of completed work is required. **4**

Performance Workshop (DANC-211) The technical aspects of producing a concert are applied through practical experience. Performance space preparation (hanging lights, laying the floor and building audience space) and the designing of lights, costumes, and publicity are taught or deepened by means of application. Students are awarded credit based on the number of hours of involvement. Seminar in Production (DANCE 210) or similar appropriate training (for example, in a theatre course) is a pre-requisite for this course. **.5-2**

African/Diasporan Dance II (DANC-222) African/Diasporal Dance II focuses on African-centered forms of dance in one of many possible genres across the African Diaspora (e.g., traditional African forms, Jazz, Hip-Hop, African American vernacular, contemporary African, Afro-Caribbean, Afro-Brazilian, etc.). Taught from a cultural perspective, this course deepens exposure to fundamentals and aesthetics with complex phrasing and multi-layered movement quality. Emphasis is placed on fluidity, use of the spine, grounded and weighted qualities, and complex rhythms. Limited work outside the classroom is required. Examples include concert attendance, focused historic/cultural research inquiries, weekly journal writing, and video essays. Cross-listed with Black Studies 223. Level II is only open to students with previous dance experience in any genre. **2**

Modern/Postmodern Dance II (DANC-232) This course is designed for students with a sound background in dance training. It offers a heightened movement experience with an emphasis on technical development and aspects of performance, with the goal of clearer movement expression. Students will be challenged to develop a deeper understanding of and sensitivity to focus, dynamics, phrasing, gravity and weight, movement of the torso and limbs in opposition and harmony, and distinct movement qualities, and to become attentive to their own movement potential. Limited work outside the classroom is required. Examples include concert attendance, focused historic/cultural research inquiries, weekly journal writing, and video essays. Level II is only open to students with previous dance experience in any genre. **2**

Ballet II (DANC-242) This course will begin with a limited review of the basic vocabulary prior to the study of a greater variety of steps. This is followed by an increased emphasis on épaulement, pirouettes, adagio and petit and grand allegro in center work. The level of technique expands to include longer, more controlled adagios, more variety of turns, effort to improve elevation and extension, and a development of port de bras in relationship to carriage and performance. Limited work outside the classroom is required. Examples include concert attendance, focused historic/cultural research inquiries, weekly journal writing, and video essays. Level II is only open to students with previous dance experience in any genre. (Not offered 2012-2013) **2**

Cultural Studies (DANC-274) We will frame Western concert dance as a complex political activity made public through various agendas of race, creed, national origin, sexuality, and gender. Students will simultaneously be exposed to poststructuralist epistemology and feminist theory while they are meeting a survey of historical works. In this way, the course is less about coming to know a canon of "masterworks" and more about learning how to interrogate dance in any culture from a western perspective. Cross-listed with WMST 274. **4**

Choreographic Investigations (DANC-284) This course focuses on the regular creation and presentation of assigned short movement studies that focus on principles of dance composition for the concert stage. Through solo, duet and group forms students learn about the compositional elements of space, time, dynamics, flow and shape, discover their own unique movement style, become familiar with how the body works and how it can be expressive, and expand their own definitions of dance. Three fundamental aspects of creative work in movement will be emphasized: movement invention, compositional structure, and creating meaning. A desire to take risks and be transformed, a willingness to use the body as an expressive tool, an eagerness to learn, and willingness to question personal choices are essential for success in this class. An interest, ability and a desire to be physically challenged to work toward expressive clarity in movement, is assumed. Pre-requisite: 100 level movement course. (Not offered 2012-2013) **4**

African Movement Aesthetics (DANC-285) This course engages characteristics and values of African movement to investigate compositional structure. Through various exercises and assignments, students examine concepts such as: balance, walking, masking, rhythm, repetition, improvisation, standing and sitting as tools for composing. Students investigate the manipulation of space, time and energy, and create source material from personal movement exploration, structured improvisation, master classes, and guided exercises. Other course tools include videos, journals, art and community feedback. Ultimately, the course aims to resource the aesthetics of African movement (kinesthetic, philosophical, linear and non-linear) as methods for composing solo, duet, and group work. Prerequisite: Any 100 level or above movement course or permission of instructor. **4**

Improvisation in Performance (DANC-286) Improvisation in Performance focuses on the act of spontaneous choreography and composition though solo and ensemble work with the goal of understanding and experiencing improvisation in performance work. Students learn Ensemble Thinking techniques and are exposed to Contact Improvisation. Texts include performances in theatre and dance both here and in Columbus, as well as selected readings. Students discover, through these, what artists and scholars consider to be the perimeters of performance, the definition of improvisation, and the unique potential of movement. Through a consistent practice, students fine-tune their own ideas about these and work to discover their own movement preferences and capabilities. Students risk the act of moving, revealing, performing, and improvising. The semester culminates in an improvised performance work developed by the class. Pre-requisite: Any 100 level or above movement course or permission of instructor. (Not offered 2012-2013) **4**

Site-Based Composition (DANC-287) In this course, students study and research composition for the human body in relation to its environment, placing and shaping the body in juxtaposition or in relation to specific and chosen spaces. We study site-based performance works by contemporary artists and learn about the issues surrounding this kind of work. The underlying principles of this course are the formal elements that inform the aesthetics of composition, noticing how these basic compositional elements create tension, drama and meaning and can point to content that is inherent in the form and in relation to the environment. The final project is the creation of a site-based movement/performance work in a chosen site in the Denison Community/Granville Village area that is presented at the end of the semester. An interest in and curiosity about the body as the subject of creative work is essential. Pre-requisite: Any 100 level or above movement course or permission of instructor. **4**

Text/Voice-based Composition (DANC-288) This course engages text, voice, and theatrical material to investigate dance making and performance. Students explore words, poetry, music and sound to craft and support movement. Through various exercises and assignments, the course examines motifs such as: speaking while moving; chanting while moving; words into movement; and words as music as methods for composing. Work outside the classroom is required. Examples include concert attendance, creative writing, weekly journal writing, and video essays. Ultimately, the course aims to overlap the boundaries of theatre and dance to explore movement composition. Prerequisite: Any 100 level or above movement course or permission of instructor. (Not offered 2012-2013) **4**

Special Topics in Dance (DANC-294) From time to time, according to the expertise of the faculty and the interest of the students, special courses that can address intensive study are arranged and offered. This course can be taken more than once for credit. Courses recently offered are Contact Improvisation, Music for Dance, Creative Collaboration in the Arts, Modernism Re-Composed, and "Music/Movement/Interaction." Whether this course substitutes in the major or minor for an "area study," and if so for which one, depends on the topic. Generally, these courses will fulfill a major or minor requirement **2-4**

Intermediate Topics in Dance (DANC-299) A general category used only in the evaluation of transfer credit. **1-4**

African/Diasporan Dance III (DANC-322) African/Diasporan Dance III focuses on African-centered forms of dance in one of many possible genres across the African Diaspora (e.g., traditional African forms, Jazz, African American vernacular, Hip-Hop, contemporary African, Afro-Caribbean, Afro-Brazilian, etc.).

Taught from a cultural perspective, it is designed for students with significant experiences in African/Diasporan dance technique. This course takes a holistic approach to technique and provides students with the rigorous training required for performance. Emphasis is placed on fluidity, use of the spine, grounded and weighted qualities, and complex rhythms. This level provides students with the rigorous training required for performance. Because this course meets approximately 6 hours per week, little outside work is required. Cross-listed with Black Studies 327. Permission of instructor required. **2**

Modern/Postmodern Dance III (DANC-332) Modern/Postmodern Dance III is designed for students with significant experience in modern, postmodern or contemporary dance training. This course provides the student with the rigorous training required for performance and demands an attitude that anticipates professionalism. Students are challenged to integrate both technical and qualitative skills while continuing to develop strength, flexibility, endurance, and sensitivity to gravity, momentum and phrasing. Because this class meets 6 hours per week, no outside work is required. Permission of instructor required. **2**

Ballet III (DANC-342) Like Contemporary III, this course is designed for the most advanced dancers in the department and requires an attitude of dedication that anticipates professionalism. The level of the class in general determines the material presented. Advanced classes meet for two hours three times a week. The opportunity to work on pointe at the student's individual level is available. No outside work is required. (Not offered 2012-2013) **2**

Directed Study (DANC-361) Individual pursuits in (1) composition/improvisation/choreography, (2) history/cultural studies/criticism, (3) somatics/systems of movement re-education, or (4) movement analysis/reconstruction, under the supervision of a faculty member. Only those students who have had the initial coursework in that pursuit may apply. **1-4**

Directed Study (DANC-362) Individual pursuits in (1) composition/improvisation/choreography, (2) history/cultural studies/criticism, (3) somatics/systems of movement re-education, or (4) movement analysis/reconstruction, under the supervision of a faculty member. Only those students who have had the initial coursework in that pursuit may apply. **1-4**

Independent Study (DANC-363) 1-4

Independent Study (DANC-364) 1-4

Somatics I (DANC-374) Through various approaches to learning (memorizing factual information, sharing personal body-centered stories, drawing evocative and descriptive images, and moving through guided developmental movement explorations), students are introduced to anatomy and kinesiology in their own bodies. The course materials approach the body primarily from a first-person stance through different kinds of movement activities in relation to reflexes and developmental material through skeletal, muscular, and neurological systems. Students are required to keep weekly journals, work in small study groups in and out of class, and create a series of personal bodywork sessions for themselves to illustrate their command of anatomical and kinesiological terminology and reasoning based on the principles of basic neurological patterns. **4**

Somatics II (DANC-375) This course will guide students on an extended journey deep into their own somatic experiences. The course materials are designed each time this course is offered to employ various somatic practices centered on individual movement challenges. Students are required to keep weekly journals, work in semi-private explorations both in and out of class, and create a series of personal bodywork sessions for themselves to illustrate their progress. Prerequisite: Dance 374. **4**

Laban Movement Analysis (DANC-384) Students explore aspects of Effort, Shape, Space, and Body as defined in the Laban tradition. Materials focus on observing, analyzing, and recording any kind of human movement practice. While no dance experience is necessary, all students should expect to create movement studies and to motif their work as part of this inquiry. Interest in creating and observing qualities of movement practice is essential. **4**

Labanotation (DANC-385) Students explore aspects of Direction, Level, Timing, and Part of the Body Moving as defined in the Laban tradition. Students should expect to read movement studies from several different dance genres, including folk, ballet, modern, and postmodern dance in Western and non-western traditions. Short movement studies will be recorded. Those wishing may take the International Elementary and/or Intermediate Certification exam at the conclusion of this course. Previous dance experience is certainly helpful, but not required. **4**

Reconstruction (DANC-386) This course functions like a performance course, reconstructing dance movement from a score for inclusion in a public performance. The 4-credit course is distinguished from a 2-credit performance course in that students will be not necessarily perform, but will be responsible for the reconstruction of the choreography. They will meet for the standard 4 hours per week (56 contact hours) as well as be responsible 4 hours/week in rehearsal with other student dancers and work 4 hours/week on assignments. The 168 hours (56 contact hours with the advisor, 56 out-of-class hours, and 56 hours with peer rehearsing) will also be "loaded" into Weeks #2-#10 of the semester, allowing the course to end before the semester concludes. The work can be performed publicly only with permission of the copyright holder of the dance. **4**

Special Topics in Dance (DANC-394) From time to time, according to the expertise of the faculty and the interest of the students, special courses that can address intensive study will be arranged and offered. This course can be taken more than once for credit. Courses recently offered are Contact Improvisation, Music for Dance and Creative Collaboration in the Arts. **2-4**

Advanced Topics in Dance (DANC-399) A general category used only in the evaluation of transfer credit. **1-4**

Performance: African/Diasporan (DANC-422) New and reconstructed works choreographed by faculty and guest artists in African/Diasporan dance are learned by students and rehearsed for public performance. Participation can include attending biweekly company classes and contributing to the production of the concert. Differences in course number refer to genres of performance work. By audition only; auditions are held during the first two weeks of each semester or immediately preceding a short residency by a guest artist. Cross-listed with Black Studies. **1**

Performance: African/Diasporan (Student) (DANC-424) Participation as a cast member in the choreographic research process of new and reconstructed works in African/Diasporan forms created by students who have completed adequate choreographic studies coursework. Student participants learn and rehearse these student-generated projects for public performance. The project is supervised by faculty. Enrollment is by audition or invitation only. Auditions are arranged by the student choreographer, often during the first two weeks of each semester. **.5**

Performance: Modern/Postmodern (DANC-432) New and reconstructed works choreographed by faculty and guest artists in modern/postmodern dance are learned by students and rehearsed for public performance. Participation can include attending biweekly company classes and contributing to the production of the concert. Differences in course number refer to genres of performance work. By audition only; auditions are held during the first two weeks of each semester or immediately preceding a short residency by a guest artist. **1**

Performance: Modern/Postmodern (Student) (DANC-434) Participation as a cast member in the choreographic research process of new and reconstructed works in Modern/Postmodern forms created by students who have completed adequate choreographic studies coursework. Student participants learn and rehearse these student generated projects for public performance. The project is supervised by faculty. Enrollment is by audition or invitation only. Auditions are arranged by the student choreographer. often during the first two weeks of each semester. **.5**

Performance: Ballet (DANC-442) New and reconstructed works choreographed by faculty and guest artists in ballet are learned by students and rehearsed for public performance. Participation can include attending biweekly company classes and contributing to the production of the concert. Differences in course number refer to genres of performance work. By audition only; auditions are held during the first two weeks of each semester or immediately preceding a short residency by a guest artist. **1**

Performance: Ballet (Student) (DANC-444) Participation as a cast member in the choreographic research process of new and reconstructed works in Ballet forms created by students who have completed adequate choreographic studies coursework. Student participants learn and rehearse these student-generated projects for public performance. The project is supervised by faculty. Enrollment is by audition or invitation only. Auditions are arranged by the student choreographer. often during the first two weeks of each semester. **.5**

Senior Research (DANC-451) This course. offered every fall, is designed to address the research and methodological needs of all senior dance majors and those minors choosing to undertake independent research in this or another department. The integration of movement and analytical course work through the intensive examination of a specific interest is the foundation for the senior dance major's own research. This investigation includes methodologies from books like Researching Dance by Hanstein and Fraleigh and Contemporary Choreography by Butterworth and Wildschut. This investigation. serving as preparation for DANC-452. is closely guided by the faculty. All students in the course conclude by writing a substantial prospectus or grant proposal including a focused artist or research statement and review of the relevant literature. All majors are required to take both semesters of Senior Research (DANC-451 and DANC-452). Dance minors may enroll in this course only if they are undertaking a significant research project and if they have secured permission of an instructor. **4**

Senior Research (DANC-452) This course, offered every spring. is required of all dance majors and offered as an option to dance minors. This course focuses on the completion of a senior research project and integrates movement and analytical course work through the intensive examination of a specific interest. This course is the foundation for the senior dance major's own research. During the course of the semester's work. each student will write up a significant dance research experiment. produce several excerpts of historical works in concert. create and produce an original choregraphic work. or comment on a period in dance's history or a sociological movement in dance. or the like. The resultant document/performance will be presented publicly for an identified audience in partial fulfillment of the degree requirements. Prerequisite: Dance 451. Open to dance majors and minors only. **4**

East Asian Studies

Faculty

Michael Tangeman, Director

Wei Cheng (Music), John Cort (Religion), John Davis, (Sociology/Anthropology), Sherry Harlacher (Denison Museum Director), Barry Keenan (History), Minggang Li (Modern Languages), Xinda Lian (Chinese), Taku Suzuki (International Studies), Michael Tangeman (Japanese), Peggy Wang (Art History), Ping Yang (Communication)

Departmental Guidelines and Goals

To graduate with a degree in East Asian Studies requires a balance of courses in Chinese or Japanese language study with courses, selected from a variety of departments, focusing on the East Asian region (normally defined as China, Japan, Korea, and Vietnam). Study in China or Japan for a semester or a year on an approved program is encouraged. Every senior major will research a topic chosen by the student in consultation with professors from two disciplines.

A Minor in East Asian Studies

The twenty-eight credits to fulfill the East Asian Studies minor include: two semesters of intermediate Chinese or Japanese, the two core courses, and three additional courses chosen from category III (see below). Only one independent study course, or one comparative course will count towards the minor.

A Major In East Asian Studies

Majors will choose courses in close consultation with a faculty advisor. Senior year the major will apply the methodologies of two disciplines to a research topic normally focusing on China, Japan, or their interaction. The major requires: (1) two semesters of intermediate Chinese or Japanese, (2) two core survey courses, one from II. A . and one from II. B., (3) five area studies courses with a maximum of two from III. B and C combined, and (4) a senior research project, that together will equal a total of forty credit hours. Advisors can help the student select which courses in approved study-abroad programs will meet the requirements below.

I. Language requirement: two semesters of intermediate Chinese or Japanese course work, or the equivalent. Majors are encouraged to begin their language work at Denison during their first year, if possible.

II. Two Core Courses surveying both:

  a. Traditional

    East (History) 141: Traditional East Asian Civilization (normally given in the spring)
    East (Chinese) 206: Dream and Fantasy in East Asian Literature (normally given in the fall)
    East (Art) 231: Art of Japan or East (Art) 332: Art of China, meets the pre-modern requirement, as long as the other is also taken as an area studies course in III below.

  b. Modern East Asian Civilization

    East (History) 142: Modern East Asian Civilization (normally given in the fall)
    East (Japanese) 235: Introduction to Modern Chinese and Japanese Literature (normally given in the spring)

III. Five East Asian area studies courses, selected from the following:

a. East (Art) 131 History of Asian Art Survey
   East (Art) 231 Art of Japan
   East (Art) 332 Art of China
   East (Art) 408 East Asian Art and Ideas
   East (Chinese) 206 Dream and Fantasy in East Asian Literature
   East (Japanese) 239 Introduction to Genre Fiction
   East (Chinese) 305 Philosophical Taoism and Chinese Literature
   East (Japanese) 309 Japan's Modern Canon
   East (Chinese) 345 Chinese Cinema in English
   East (Economics) 201 The Economy of China
   East (History) 241 The Mandate of Heaven in Classical China
   East (History) 326 The Confucian Classics
   East (History) 348 East Asia Since WWII
   East (Japanese) 273 Modern Japan in Film and Literature
   East (Japanese) 235 Introduction to Modern Chinese and Japanese Literature
   East (Religion 240) 216 Religions of China
   East (Soc/Anthro) 345 Living, Loving and Dying in Contemporary China

b. Independent and Directed Study (maximum of two from B and C combined) - Examples:
   Chinese 361-362 Readings in Chinese Texts
   Japanese 361-362 Readings in Japanese Texts
   Econ 361-362 East Asian Economies
   Geosciences 364 Geography of China
   East 361-362 Directed Study in East Asian Studies
   East 363-364 Independent Study in East Asian Studies

c. Comparative Courses (Maximum of two from B and C combined):
   East Asia in comparison with another region of the world
   East (Art) 131 History of Asian Art Survey
   East (Communication) 409 International Communication
   Economics 412 Economic Development in the Third World
   Economics 323 International Trade
   East (International Studies) 200 Japan Unbound, Diversity and Globalization
   Political Science 308 Politics of the Third World
   Political Science 355 International Political Economy
   East 233 (Religion 233) Buddhism

IV. Senior Research Project

East Asian Studies 450: Senior Project in East Asian Studies. Selecting two disciplines, the student chooses a topic in East Asian Studies and utilizes the skills of both disciplines to analyze that topic in a major research paper, directed by faculty members in those disciplines. This research project culminates the major, and can be proposed for either semester of senior year. The student signing up must get signatures from the two advisors in the course registration period preceding the semester when the project will be written. Only students completing a year-long research project are eligible for special recognition.

Additional Points of Interest

Study Abroad Approved programs of study in the People's Republic of China include programs in Beijing, Nanjing, Shanghai, and Xian. In Japan, students may study on programs in Tokyo, Nagoya and Sapporo. The availability of semester-long, year-long or summer courses depends on the respective program.

Summer Research Through Denison's Young Scholar Awards No separate East Asian awards exist. Guidelines are on the Gilpatrick Center's homepage under student research. The research must culminate in a written or artistic project and a presentation to other summer scholars. Student scholars will live on Denison's campus and the student stipend is $3,700. Dormitory housing is provided. Meals are excluded. Applications: Submit by late January for the coming summer.

Summer Internships There are no special grants for East Asian Studies internships. However, the Center for Career Exploration & Development Library has a folder of reports by previous interns who found internships both domestic and abroad in which they learned about East Asia. These organizations were approached by Denison students when a special grant paid their travel and a stipend. The reports can identify some likely organizations, and then students should write them beginning in early October to research which ones have paid internships. Then contact Brian Collingwood (collingwoodb@denison.edu) in Career Exploration & Development for the names of other organizations. Limited financial support is available from his office for students on need-based financial aid.

The Language and Culture Program is an exciting residential option that gives students the opportunity to hone their language skills and to participate in special cultural events. Students who choose this residential option will live in a small community of their peers who share their enthusiasm for foreign languages and cultures. Special extracurricular activities and programming in the Language House support language acquisition and permit a closer relationship with professors and languages assistants from the Department of Modern Languages.

Course Offerings

First Year Topical Seminars (EAST-102) Topical seminars offered on a variety of subjects by faculty from all divisions of the college. Examples of recent seminars are: "The Mandate of Heaven in Dynastic China" and " Modern Japanese Literature: A Response to Western Influences". Course normally listed as a section under FYS 102. **4**

Buddhism (EAST-105) A historical and thematic survey of the Buddhist tradition from the time of Siddhartha Gautama, the Buddha, until the present. Emphasis upon the way in which Buddhist teachings and practices have interacted with and been changed by various cultures in Asia, and more recently in North America. **4**

Asian Art and Visual Culture (EAST-131) An introduction to the art and visual culture of India, China, Japan and Southeast Asia focusing on historical, religious and social issues and the function of both art and visual culture. **4**

Traditional East Asian Civilization (EAST-141) The civilization of China, Japan and Korea from classical times to 1600 C.E. Themes include: the earliest Chinese schools of social and political thought; the genius of political and economic organization which contributed to the unusual longevity of Chinese dynastic institutions; the Japanese adaptation of Confucian and Buddhist practices in different eras; the unique development of Japan's unified feudalism; the Korean development of Neo-Confucianism. **4**

Modern East Asian Civilization (EAST-142) Beginning from an insider's view of how both prince and peasant saw the world around them before the encroachment of the West, this course analyzes the modern transformation of East Asia. Topics include: the conflict of Sinocentrism with modern nationalism in the Chinese revolution, the Japanese road to Pearl Harbor, and the colonization of Vietnam and Korea. **4**

Elementary Topics in East Asian Studies (EAST-199) A general category used only in the evaluation of transfer credit. **1-4**

International Problems (EAST-200) 4

Dream and Fantasy in East Asian Literature (EAST-206) Through close analysis of some of the most important recurrent themes, this course will examine how the Chinese and Japanese literary traditions reinvent and revitalize themselves in their development. Students will also study the distinctive features of the major genres in the two traditions. **4**

Religions of China (EAST-216) This course explores the basic teachings and historical development of the most influential religious traditions and schools of thought in East Asia, including Confucianism, Taoism, Buddhism, and Shinto. Attention is given to classical texts, popular practice and the recent impact of Western culture on East Asian religion. **4**

Art of Japan (EAST-231) An introduction to Japanese architecture, sculpture, painting and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their cultural and religious context. **4**

Introduction to Modern Chinese and Japanese Literature (EAST-235) This course is designed to provide an introduction to modern Chinese and Japanese fiction for the student who has little or no background in the language, history, or culture of these countries. No prerequisite. This course cross-listed with JAPN 235. **4**

Introduction to Japanese Genre Fiction (EAST-239) Genre fiction (sometimes called "commercial fiction") around the world has been broadly categorized as less-refined, or less literary. Postmodern thinkers have demonstrated, however, that popular fiction can serve as a fascinating lens through which to read place (society, race, gender, etc.) and time (historical period). This class will serve as an introduction to Japan's long, rich tradition of genre fiction. In addition to reading recent criticism of the genres discussed, we will consider representative works, primarily by twentieth-century authors, in three genres: historical/period fiction, mystery/detective fiction, and horror fiction. This course is taught in English. No Japanese language required. This course is cross-listed with JAPN 239. **4**

Chinese Economy (EAST-240) 4

The Mandate of Heaven in Classical China (EAST-241) Classical China left two legacies of lasting importance: a political system that maintained the same tradition for the next two thousand years, and the Confucian ethical system that spread to Korea, Japan, and Vietnam. The course begins with the origins of Chinese history and moves through the first Empire from 220 B.C.E. to 220 C.E. **4**

Special Topics (EAST-264) 4

Modern Japan in Film and Literature (EAST-273) This course uses film and modern literature to consider responses to political, economic, and sociological changes in Japanese society over the course of the twentieth century. This course taught in English. **4**

Philosophical Taoism in Chinese Literature (EAST-305) This course examines a special group of Chinese texts that will not only enlighten, but also delight modern readers: ancient Taoist text written in fascinating literary style, and a variety of literary works informed with Taoist spirit. No knowledge of Chinese is required. (Normally offered in the spring) **4**

Japan's Modern Canon (EAST-309) In this course we will read extensively from the works of the four twentieth-century Japanese authors who have been elevated to the status of canonized writers, that is, whose works are regarded both in and out of Japan as essential in the history of Japanese letters. Note that readings will vary from semester to semester. This course taught in English. **4**

Art of China (EAST-332) This course is an introduction to Chinese visual culture from prehistoric times through the Mao era. Organized around a selection of key objects and images, this course explores a variety of art forms from China through diverse contexts such a ritual, gender, imperial patronage, literati ideals, and political icons. **4**

The Confucian Classics (EAST-341) An examination of the basic Confucian texts of the East Asian cultural tradition that define the distinctive traits of what makes us human, and what norms define healthy and happy human relations. We shall read the Four Books of the Neo-Confucian tradition. In plumbing the subtleties of these texts we shall replicate the learning techniques employed in classical Confucian academies. Research essays concluding the course may focus on a Confucian thinker or concept in the Chinese, Korean, Japanese, or Vietnamese cultural traditions of East Asia. **4**

Studies in Contemporary East Asian Studies (EAST-345) 4

Cold War in East Asia (EAST-348) Japan's military occupation of most of Pacific Asia halted with Japan's unconditional surrender in 1945. Indigenous nationalism naturally emerged in each country or region Japan had occupied: China, Korea, Vietnam, Indonesia, and the Philippines. In many countries the post-colonial hatred of outside domination was the greatest force at play. The freezing winds of the Cold War generated by the United States and the USSR had to find support within this nationalist anger. The course will end with a look at today's post-Cold War trade networks in East Asia that are less dependent on Japan and its inseparable ally, the United States. **4**

Directed Study (EAST-361) 1-4

Directed Study (EAST-362) 1-4

Independent Study (EAST-363) 1-4

Independent Study (EAST-364) 1-4

Art History Senior Seminar: Research (EAST-408) In this required course, senior majors will research and prepare the senior thesis. **4**

International Communication (EAST-409) This seminar examines the nature of information flows within and between nations, the issues raised by such communication, and the institutions involved and patterns evident in the development of and relations between nation-states. The course explores issues surrounding the constituent rôle that the news and entertainment media have played in the formation and maintenance of the nation-state. Topics raised will include uses of information in domestic and foreign policy, the extension of cultural imperialism, corporate invasion of privacy, and incursions upon sovereignty and national security. In examining the resolution of such issues, the course analyzes how nations' power is distributed and utilized among multiple forces. **4**

Senior Research Project: East Asian Studies (EAST-450) Senior Project in East Asian Studies. Selecting two disciplines, the student chooses a topic in East Asian Studies and utilizes the skills of both disciplines to analyze that topic in a major research paper, directed by faculty members in those disciplines. This research project culminates the major and is completed in either semester of the senior year. **4**

Senior Research (EAST-451) 4

Senior Research (EAST-452) 4

Economics

Faculty

Professor Theodore A. Burczak, Chair

Professors Robin L. Bartlett, Bradley W. Bateman, Sohrab Behdad, Theodore A. Burczak, Timothy I. Miller; Associate Professors David Boyd, Laura Boyd, Quentin Duroy, Ross M. LaRoe, Songhua Lin, Andrea Ziegert; Assistant Professors Jessica Bean, Fadhel Kaboub; Visiting Instructors Nakul Kumar, Patrick McGonagle; Academic Administrative Assistant Judy Thompson

Departmental Guidelines and Goals

The purpose of the economics curriculum is to educate students in the nature and uses of economic reasoning. We are an economics department that values diverse theoretical and methodological perspectives on economic analysis and its application. We are cognizant of the importance of the other social and natural sciences, the arts, and the humanities to a more complete understanding of human society. Our curriculum introduces students to a core body of economic knowledge and to research skills, integrating disciplinary education with the liberal arts mission of the university. Economics majors develop the ability to think analytically and creatively about complex economic issues and policy choices facing our global society.

The content of our curriculum is tiered. In introductory courses students learn the basic principles of economics. In intermediate courses students develop their understanding of microeconomic, macroeconomic, and econometric theory. The advanced courses give students an opportunity to study in depth a particular field of economics through application of the requisite basic skills, and appropriate theoretical models and empirical methods. These courses primarily focus on national and international concerns, public policies, and controversies in economic theory and policy.

Graduates of the Department of Economics seeking immediate employment have been successful in securing interesting and challenging positions in business, government, and non-profit enterprises. The economics curriculum also provides students with the opportunity to prepare themselves for graduate or professional studies in economics, business, public administration, international affairs, law and others.

Economics Major

All economics majors must complete a minimum of nine four-credit economics courses. The major must satisfy the following requirements:

Core Requirements Introductory Macroeconomics (101, 4 credits) Introductory Microeconomics (102, 4 credits) Intermediate Macroeconomics (301, 4 credits) Intermediate Microeconomics (302, 4 credits) Introductory Econometrics (307, 4 credits)

Students wanting to major in economics should complete the above courses by the end of their junior year.

Advanced Course Requirements: In addition to the above, all students must take at least four additional courses, only one of which can be a 200-level course.

Economics with a Mathematics Concentration

A student interested in quantitative aspects of economics who wishes to work for advanced degrees in business or economics that require a strong mathematics background may pursue an Economics major with a Mathematics concentration. Requirements are 14 courses, distributed as follows: Economics 101, 102, 301, 302, 307, 419 or 429, and three additional Economics electives, only one of which may be a 200-level course; Mathematics 123, 124, 231, and 232; and one additional course from the following: Economics 419 or 429, Mathematics 242, Mathematics 337, Mathematics 357.

Economics Minor

The Economics minor is meant to provide a basic grounding in economics for students majoring in other fields. It is hoped that students will make a conscious effort to relate the minor to their major field. Minors must take the following courses: 101, 102, 301, 302; one of the following three courses: 307, 401 or 402; and two additional courses from the 201-442 sequence, only one of which can be a 200-level course.

Additional Points of Interest

Philosophy, Politics and Economics The Economics Department participates in the interdepartmental major in Philosophy, Politics and Economics, page 188.

Economics/International Studies Major Students majoring in economics may choose to participate in International Studies, page 146. Economics majors wishing to participate in the major are expected to fulfill the requirements for the economics major and those of the international studies major.

With the approval of their faculty advisor, students may use one seminar (Economics 440) with an international orientation in place of one of the required courses.

Course Offerings

Introductory Macroeconomics (ECON-101) An introduction to the study of the economic problem, the nature and method of economics, the operation of markets, and of the aggregate national economy. Develops the basic theories of macroeconomics and applies them to topics of current interest. Explores issues such as: the causes of inflation, unemployment, recessions and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; and the workings of exchange rates and international trade. (Note: Economics 101 is a pre-requisite for Economics 102) **4**

Introductory Microeconomics (ECON-102) An introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy and the role of government in a market economy. (Note: Economics 101 is a pre-requisite for Economics 102) **4**

Accounting Survey (ECON-149) A survey designed specifically for liberal arts students interested in Business, Economics, Law and Government. The meanings, purpose and function of accounting in business are presented through studying the concepts and theories of accounting. Basic accounting procedures covered in this course include journalizing transactions, posting, trial balances, adjusting entries and preparation of financial statements. Other topics include internal control, inventory methods, depreciation and generally accepted accounting principles. The course focuses on the sole proprietorship, partnership and corporate forms of business organization. Course credit may not be counted toward a major in Economics. **4**

Introductory Topics in Economics (ECON-199) A general category used only in the evaluation of transfer credit. **1-4**

Economic Justice (ECON-201) Various theories of economic justice will be examined to ask questions like: What are fair distributions of income and wealth? Do ethical norms lie behind the policy advice of various economists? If so, what are they? Is there a trade-off between equality and efficiency? What kinds of policies promote equality of opportunity? The course will examine economists and philosophers who have offered libertarian, utilitarian, and social democratic approaches to these questions. Prerequisites: Economics 101 and 102. **4**

Economic Growth and Environmental Sustainability (ECON-202) Economic growth is traditionally perceived as the solution to the socio-economic ills of poverty, unemployment and more generally underdevelopment. However, economic growth is also accompanied by increased pressure on and, over time, deterioration of the natural environment. The objective of this course is to explore the relationship between economic growth and the natural environment. While the concept of economic growth occupies a central place in economic policy-making, we will discuss whether economic growth is compatible with the sustainable-development worldview adopted by the UN and many other global and local economic actors. Sustainable development emphasizes the need to embark upon a development path that not only takes into account the environmental, social and economic needs of the present generation, but also those of future ones. Prerequisites: 101 and 102. **4**

General Topics in Intermediate Economics (ECON-240) Open to intermediate students. These courses will be offered in a variety of applied economic fields. Prerequisites: 101 and 102. **4**

Intermediate Topics in Economics (ECON-299) A general category used only in the evaluation of transfer credit. **1-4**

Intermediate Macroeconomic Analysis (ECON-301) An examination of the determinants of Gross Domestic Product, the unemployment rate and the price level. The components of aggregate spending consumption, investment, foreign trade and government will be examined to determine their significance for explaining the business cycle. Similarly the financial side of the economy and the role of money will be examined to determine their impact on the business cycle. The purpose of each examination is to understand the factors that move the economy and how fiscal and monetary policy can be used to alter the course of economic trends. Prerequisites: 101 and 102. **4**

Intermediate Microeconomic Analysis (ECON-302) An examination of the basic assumptions and methods of analysis employed in microeconomic theory, including demand analysis, production and cost relationships, market structures, distribution theory, general equilibrium and welfare economics. Prerequisites: 101 and 102. **4**

Introductory Econometrics (ECON-307) An essential activity in any science is the systematic testing of theory against fact. Economics is no exception. This course develops and uses the statistical techniques that are essential for the analysis of economic problems. These techniques allow for testing of hypothesis, estimating magnitudes and prediction. Prerequisites: 301 and 302. **4**

Directed Study (ECON-361) 1-4

Directed Study (ECON-362) 1-4

Independent Study (ECON-363) 1-4

Independent Study (ECON-364) 1-4

Advanced Topics in Economics (ECON-399) A general category used only in the evaluation of transfer credit. **1-4**

History of Economic Thought I (ECON-401) A critical inquiry into the methodological and ideological foundations of modern economics through the study of development of economic thought from the 16th century to the "Keynesian Revolution." It is an attempt to understand economic theorizing in response to the existing social conditions, and to become familiar with the foundations of the main strands of contemporary economic thought. In a study of mercantilism, classical liberalism, socialism, and institutionalism, the development of the concepts of wealth, value, and distribution and the methodological and ideological vantage points of different schools of thought, and intellectual giants such as Smith, Ricardo, Malthus, Marx, Jevons, Marshall, and Veblen will be examined. Prerequisite: 301 or 302. **4**

History of Economic Thought II (ECON-402) This course will focus on some of the important developments in modern economic thought after the "marginalist revolution" in the late 19th century. Topics may include the ideas of John Maynard Keynes and the evolution of contemporary macroeconomics, the socialist calculation debate and the possibility of centrally planned socialism, and contending perspectives about the role of government in the creation and protection of property rights and in the regulation of the macroeconomy. The course may also examine the ideas of economists who have criticized the marginalist orientation of economic theory and instead advocated a more social and institutionalist approach to understanding economic phenomena and behavior. Prerequisite: 301 or 302. **4**

Evolution of the Western Economy (ECON-403) History and analysis of economic growth and development in the so-called advanced countries, primarily Western Europe and the United States. Discussion centers on selected major topics since the rise of market economies with emphasis on the interpretation of these developments in light of contemporary economic theory and modern quantitative evidence. Prerequisite: 301 or 302. **4**

Econometrics II (ECON-407) Econometrics II builds upon the foundation of Introductory Econometrics. Among its goals are: to expand each student's proficiency in estimating and interpreting economic models, to enhance each student's ability to do economic research, to increase each student's ability to read the research literature and to better prepare those students desiring to go to graduate school in economics. Prerequisite: 307. **4**

Monetary Theory (ECON-411) The role money plays in determining economic outcomes, such as the level of employment, the aggregate price level, and the rate of economic growth, is one of the more controversial issues in economics. To get a handle on these controversies, this course explores the institutional structure of the U.S. monetary system, including the Federal Reserve, the body charged with the conduct of U.S. monetary policy. Then, the course compares and contrasts different perspectives on the role money plays in economic activity. The goal is to combine knowledge of the institutional structure of the U.S. monetary system with an understanding of the various theoretical perspectives on monetary theory in order to gain some insight into the difficult issues facing the conduct of successful monetary policy. This course builds towards simulated Federal Reserve Open Market Committee Meetings, in which students will form their own opinions about the influence monetary policy has on the rates of inflation, unemployment, economic growth and the distribution of income. Prerequisite: 301. **4**

Economic Development in the Third World (ECON-412) The current context of globalization and regionalization is characterized by various patterns of development; most developing countries have been increasingly engaged in the liberalization of their economies; however, some of these countries have been experiencing fast economic growth, while other developing countries have been stagnating economically. This course is designed to survey and explain the economic successes and failures of developing countries over the past couple of decades in light of contemporary economic theory and through the use of case studies of specific developing regions. Prerequisite: 301. **4**

International Finance (ECON-413) This course is a study of monetary interdependence among nations. The following topics will be explored: foreign exchange markets, international currency systems, national income determination in an open economy, balance of payments accounts and policies for their adjustments, exchange rate adjustments, exchange control, monetary problems of developed and underdeveloped countries, international capital flows. Prerequisite: 301. **4**

Comparative Economics Systems (ECON-414) A study of alternate economic systems. A theoretical and operational study of economic systems as they exist in reality. Prerequisite: 301. **4**

Income Inequality (ECON-415) The substantive goal of this course is to facilitate an understanding of changes in the distribution of income in the United States, 1947 to the present. The course is subdivided into three parts, addressing the context, analysis, and policy environment, respectively. The first part of the course deals with the context of American income inequality and poverty. The primary focus is upon inequalities arising from the operation of the American labor market, but the ideological, demographic, macroeconomic and fiscal contexts are also identified and discussed. The second part of the course involves an analysis of poverty in the United States assigned to identify the principal causes of poverty among particular socioeconomic and demographic sub-populations. The third part of the course surveys the policy environment for poverty alleviation, including contemporary disputes about the nature and prospects of policy reform. Prerequisite: 301 or 302. **4**

Women in the U.S. Economy (ECON-416) This course will focus on the market and nonmarket contributions of women to the U.S. economy. A historical framework provides the backdrop for examining the economic, political and social institutions that affect women's contributions to the nation's economic well-being. Prerequisite: 301. **4**

Consumer Economics (ECON-418) Consumer economics focuses upon the application of economic theory to major issues faced by consumers in our modern economy. The course will combine economic theory, practical skills drawn from finance and Internet search strategies to empower students to make informed and rational decisions. The first half of the course will focus on buying and borrowing. The second half of the course will deal with investing and the risk versus expected reward tradeoff. The goal is not to learn what decisions to make, but rather to understand how economic theory can allow one to make better choices. Prerequisite: 301. **4**

Mathematical Macroeconomics (ECON-419) This course is specifically designed to be a stepping stone to graduate school. It makes extensive use of mathematical notation and relies heavily upon calculus. About 40 percent of the course is devoted to applying calculus tools to topics previously covered in Intermediate

Macroeconomics. Calculus and intensive mathematical modeling allow insights not available with the tools of intermediate theory. About 60 percent of the course is devoted to more advanced topics that are drawn from macroeconomics and investment theory. Prerequisites: 301 and 302 and MATH 121 or 123. **4**

Public Finance (ECON-421) A study of the impact of governmental taxation and expenditures on the economy. The economic rationale for the existence of the public sector is examined and the development, passage, and implementation of the federal budget is investigated. Issues such as welfare reform, the growth of entitlement programs, the financing of health care and the theory and practice of taxation are studied. Prerequisite: 302. **4**

Industrial Organization and the Public Control of Business (ECON-422) This course examines corporate decision making as a function of the competitive environment in which the firm operates. In addition to standard market structure theory, we examine a number of business practices including pricing and advertising policy, corporate strategic behavior, and horizontal and vertical mergers and acquisitions. The analysis is often mathematical, with a heavy emphasis on game theory. Prerequisites: 302 and MATH 121 or 123. **4**

International Trade (ECON-423) The new wave of globalization has brought international trade issues to the forefront of both economics and society. This course will analyze the causes and consequences of international trade. The theory of international trade and the effects of trade policy tools will be developed in both perfect and imperfect competition, with reference to the empirical evidence. This will allow us to address many essential questions such as the patterns of trade, the welfare impact of trade, and protectionism. The frameworks developed in this course will also serve as a context for a discussion of several important contemporary issues, including the relationship between trade and economic growth, income inequality, the importance of the World Trade Organization, and the effects of free trade agreements. Prerequisite: 302. **4**

Labor Economics (ECON-424) This course develops the basic theories of labor supply and demand. Using these theories we examine the institutional forces that the government, unions, and corporate powers have on wages and hours worked. A specific focus of the course is spent analyzing competing theories that explain the wage differentials that exist in the U.S. labor markets. Prerequisite: 302. **4**

Racial and Ethnic Groups and the U.S. Economy (ECON-425) This course examines the roles that various racial and ethnic groups have played in the development of the U.S. economy. Historical forces in conjunction with economic and political institutions have created a unique position for each of these groups. An examination of the causes and consequences for the economy and particular groups of these interlocking forces will be examined. Prerequisite: 302. **4**

Urban and Regional Economic Development (ECON-426) This course will introduce, develop and analyze the types of and importance of the linkage between the regional economics and their urban subsystems. The topics to be developed include the economic variables which may be used to explain differential rates of economic change in selected regions and the impact of such changes on the pattern of economic growth and the quality of life in urban or metropolitan areas. Prerequisite: 302. **4**

Environmental Economics (ECON-427) This course provides an examination of various economic issues facing business and government regarding the use of natural resources and the management of environmental quality. Students will develop an understanding of both the economic nature of environmental problems and the economic tools necessary to explore and devise potential policy solutions for environmental problems. In addition, students will examine the institutional framework within which environmental problems exist in order to understand those factors which may mitigate against economic solutions. Prerequisite: 302. **4**

Mathematical Microeconomics (ECON-429) This course explores the mathematical foundations of microeconomics. Constrained and unconstrained optimization are employed to generate the results of consumer theory, producer theory and market structure. The course is particularly well suited for those students contemplating graduate study in economics or business. Prerequisites: 302 and MATH 121 or 123. **4**

Topical Seminars in Economics (ECON-440) Open to advanced students with the consent of the instructor. These courses will involve the preparation of a research paper and be offered in a variety of applied economic fields. Prerequisites: 301 and 302. **4**

Political Economy of the Middle East (ECON-441) A study of the general features of the economic development experience of the Middle East. This course will note the elements of similarity and the extent of diversity among the economies of the region, and will examine the strategies of planning and patterns of economic development in these economies. We will study the structural transformation of these economies and the dynamics of their relations with the colonial and modern West. We will examine the interactive relation between economic policymaking and class formation, as well as the economics of internal and international migration. OPEC and the oil market, and the economics of war, occupation and sanction. In the past decades, many Middle Eastern countries have been confronted with an Islamic revivalist movement that seeks to transform the economic organization of society according to what has been proposed as "Islamic economics." In this course we will study the theoretical basis of various interpretations of Islamic economics and will examine their policy and planning proposals. Prerequisites: 301 and 302. **4**

Forensic Economics (ECON-442) After an untimely death or a wrenching divorce, forensic economics are often called upon to estimate the economic worth of a human life or a family business. To make such estimations requires that students have a firm understanding of the underlying micro- and macroeconomic aspects of economic theory, of the relevant demographic and economic data that is available, and of the process of calculating net discounted present value. There are generally accepted ways of calculating economic worth, but there are also grey areas where judgments are made. The latter requires a subtle understanding of the issues behind why one assumption may be better than another and its impact on the final value of economic worth. Students will role-play a movie forensic economist who is a member of a well-respected law firm specializing in wrongful death and divorce. Prerequisites: 301 and 302. **4**

Advanced Theory Seminars (ECON-445) 4

Senior Research (ECON-451) 4

Senior Research (ECON-452) 4

Education

Faculty

Professor Karen Graves, Chair

Professor Karen Graves; Associate Professor Lyn Robertson; Assistant Professor Jerrell Beckham; Instructor Suzanne Baker; Academic Administrative Assistant Brenda Franks

Departmental Guidelines and Goals

The Department of Education emphasizes the relationship between schooling and society and the analysis of teaching and learning in interdisciplinary terms. The Educational Studies major is designed for students who wish to prepare for a career in education in elementary or secondary schools, or in the broader community.

This curriculum introduces students to learning theory and the social foundations of education, and it allows for internships in the field. This curriculum fits well into one's broader liberal arts education and provides time for one to complete a major in another field of study, for example, in the discipline one intends to teach. The Educational Studies major does not lead directly to licensure; however, faculty and staff in the Department of Education assist students in creating individually designed plans for obtaining licensure after graduation through a range of graduate and other programs.

Educational Studies Major

The Educational Studies major consists of nine courses: PSYC 100; EDUC 213; EDUC 249 or EDUC 250; PSYC 200; EDUC 312; EDUC 390; EDUC 421 or two semesters Senior Research; and two 300-level education courses, one of which must be cross-listed with Black Studies, Queer Studies, or Women's Studies.

Please note these prerequisites: PSYC 100 for PSYC 200, EDUC 249, and EDUC 250; EDUC 213 for all 300-level education courses; EDUC 249 or EDUC 250 for EDUC 312; and senior standing for EDUC 421.

In addition to coursework the major includes the following requirements. These are avenues for helping students articulate an understanding of liberal education and the logic of the curriculum. Students should complete a course trajectory plan, educational philosophy, and interview with department faculty before declaring the major; optimally this should occur by the end of the sophomore year. In addition, students must complete an approved internship, in schools or other educational settings.

Educational Studies Minor

The Educational Studies minor requires 24 semester hours of course work: PSYC 100; EDUC 213; EDUC 390; and three education electives, one of which must be cross-listed with Black Studies, Queer Studies, or Women's Studies.

Course Offerings

Introductory Topics in Education (EDUC-199) A general category used only for the evaluation of transfer credit. **1-4**

The U.S. Education System (EDUC-213) Students will develop a thorough and systematic understanding of the development of education and schooling in the United States. Relationships between school and society will be analyzed primarily from a historical perspective. Themes include the connection between liberty and literacy, centralized versus local control of schools, expansion of schooling, inequities in schooling, and the differentiated curriculum. **4**

Approaches to Environmental Education (EDUC-220) Environmental education is a broad term, encompassing a large array of ideas concerned with the purpose of and approach to engagement with the physical environment that should ultimately lead to environmental stewardship. Approaches to Environmental Education will address the "what" and "how" of environmental education. Students will be exposed to the various definitions and purposes of environmental education as well as the multiple approaches used to achieve these purposes. Through readings and hands-on experiences we will explore multiple practices in the field. Finally, we will develop our own environmental education curriculum based on our experiences in the class. **4**

Technology & Learning (EDUC-245) This course will explore a variety of technology (emphasis on multi-media and Web 2.0 tools) so students interested in the field of education will not only become proficient in the practical use of technology, but determine when technology is appropriate, how it can be used to enhance learning and how to assess its usefulness in the academic setting. This course will include a combination of discussion, lecture, video, and hands-on computer work. Attendance at evening lectures may be required. **4**

The Learner and the Teacher: Childhood (EDUC-249) This course explores the learning-teaching process in the elementary grades. Topics for the course include learning theories, developmental patterns of the young child, learning profiles, differentiated instruction, and methods of teaching. This course includes a three-hour commitment each week to an area school classroom. The student will complete a variety of activities that focus on the teacher, the learner and the learning-teaching process, using the school experience as a "laboratory" to gather primary sources of information. A fee is required for state-mandated background check. Normally offered Spring semester. Prerequisite: PSYC 100. **4**

The Learner and the Teacher: Adolescence (EDUC-250) This course examines the learning-teaching process from psychological perspectives. Theories of behavioral, cognitive and humanistic psychology are addressed. This course includes a three-hour commitment each week to an area school classroom. The student will complete a variety of activities that focus on the teacher, the learner and the learning-teaching process, using the school experience as a "laboratory" to gather primary sources of information. A fee is required for state-mandated background check. Prerequisite: PSYC 100. **4**

General Methods Teaching (EDUC-270) Procedures and activities employed in teaching, including planning, instructional strategies, assessment, student groupings and classroom management will be studied. Assignments require students to put course concepts into practice. This course is designed to extend students' understanding of the discipline. Prerequisite: EDUC 249 or EDUC 250. **2**

Field Experience (EDUC-280) The student will be assigned to work in a local school, social service agency, or non-profit organization under the supervision of the Department of Education Field Experience Coordinator and an on-site teacher or other supervisor. The student will observe and assist in the setting and confer regularly with the Field Experience Coordinator. A fee is required for state-mandated background check. Prerequisite: EDUC 249 or EDUC 250. **1-2**

Intermediate Topics in Education (EDUC-299) A general category used only in the evaluation of transfer credit. **1-4**

Philosophy of Education (EDUC-300) In this course, students approach the question of how people learn from a philosophical perspective. Class members read primary works of selected educational theorists including Plato, Isocrates, Rousseau, Wollstonecraft, Dewey, and Martin. Students develop a familiarity with the major educational issues of the past and engage current issues and problems in education. Prerequisite: EDUC 213. **4**

Literacy and Learning: Theory and Practice (EDUC-312) The purpose of this course is to examine reading and writing development from emergent to mature stages. Emphasis is on theories of reading and writing, approaches for solving problems related to these processes, and teaching students to read and write critically. The course includes a 30-hour commitment to a field experience in an area school classroom. A fee is required for state-mandated background check. Normally offered Fall semester. Prerequisites: EDUC 213; EDUC 249 or 250. **4**

Gay and Lesbian Issues in Education (EDUC-330) In this seminar students will examine gay and lesbian issues in what is, arguably, the most central social institution in contemporary American culture. We will begin with an introduction to sexuality, drawing upon scientific and historical scholarship, and collectively delineate critical issues regarding sexuality in U.S. schools. We will study Queer Theory as a foundation for the work to follow and read central texts in the queer history of education. We will read major legal documents regarding sexuality in the United States and secondary literature relating to them. In this section our focus will be on students' rights regarding Gay Straight Alliances, safety, and educators' employment rights. We will discuss gay and lesbian issues in a multicultural education framework in terms of issues identified by the class earlier in the semester. Prerequisites: EDUC 213 or QS 101. **4**

Special Problems (EDUC-345) Independent study or seminar work on selected topics under the guidance of staff members. Prerequisite: Consent of chairperson. **4**

Special Problems (EDUC-346) Independent study or seminar work on selected topics under the guidance of staff members. Prerequisite: Consent of chairperson. **1-4**

History of African American Education (EDUC-360) The goal of this course is to examine the historical experiences of African Americans in education and related aspects of life. Much of the course will focus on Blacks' experiences in schooling in the South from Reconstruction to the Civil Rights Movement of the 1960s. In addition, students will contrast African American schooling experiences with those of Native Americans and others during this period. Students who enjoy and benefit from cooperative and participatory learning environments are encouraged to take this course. Prerequisite: EDUC 213 OR BLST 235. **4**

Directed Study (EDUC-361) 1-4

Directed Study (EDUC-362) 1-4

Independent Study (EDUC-363) 1-4

Independent Study (EDUC-364) 1-4

Critical Pedagogy: Gender, Race and Class in U.S Education (EDUC-390) In its examination of current critical issues in U.S. education, the central concern throughout this course is the relationship between school and society. Particular attention is given to critical and feminist pedagogies. Cross-listed with WMST 391. Prerequisite: EDUC 213. **4**

Advanced Topics in Education (EDUC-399) A general category used only in the evaluation of transfer credit. **1-4**

Senior Seminar (EDUC-421) Students will build upon knowledge and understanding of selected topics developed in previous coursework in education, develop the skills required in the process of doing research and preparing work for presentation or publication, and reflect upon study in the major. Prerequisites: Senior standing in Educational Studies. Normally offered Spring semester. **4**

Senior Research (EDUC-451) 4

Senior Research (EDUC-452) 4

English

Faculty

Professor Ann Townsend, Chair

Professors David Baker, Kirk Combe, Ann Townsend; Associate Professors Brenda Boyle, James P. Davis, Linda Krumholz, Lisa J. McDonnell, Fred Porcheddu, Dennis Read, Sandra Runzo, Margot Singer; Assistant Professors Peter Grandbois, Jeehyun Lim, Diana Mafe, Regina Martin, Jack Shuler, James Weaver; Visiting Assistant Professors Sylvia Brown, Michael Croley; Academic Administrative Assistant Anneliese Deimel Davis

Departmental Guidelines and Goals

The English curriculum is intended to serve the general needs of the liberal arts student and at the same time provide coherent programs for the more specialized needs of students who wish to major in English with an emphasis in literature or creative writing. In the last twenty years, English literary studies have changed in response to new theoretical and cultural models as well as greater attention to Anglophone international and non-canonical literature and genres. In our courses and major, we approach the study of language and literature as a dynamic, living, and lively pursuit, one that integrates political, social, philosophic, cultural, and aesthetic values. We have designed a program that enables students to pursue a variety of personal and professional goals, one that seeks to balance a variety of needs: for experiences shared by all students majoring in English as well as opportunities for students to pursue individual interests; for historical breadth as well as depth of inquiry; for a variety of classroom experiences, including comprehensive historical surveys, specialized seminars (focusing on particular authors, genres, themes, critical approaches, or historical moments), and individual writing projects, whether scholarly or creative. The faculty in English participate actively in the General Education program, the Women's Studies program, the Black Studies program, service learning opportunities, the Queer Studies concentration, and International Studies.

All students may enjoy readings and lectures made possible by the endowed Harriet Ewens Beck Fund, which has brought such writers as Susan Orlean, Ted Kooser, Alice Walker, Bill Bryson, Maxine Hong Kingston, Adrienne Rich, Louise Erdrich, and Antonya Nelson for visits or short residencies each year. The curriculum in English is also enhanced by a variety of opportunities for students to pursue publishing their works locally in a variety of student-edited journals. ARTICULATE (a forum for cultural and literary criticism) and EXILE (a journal of creative writing) are among the publications associated with students in English.

English Major

Students who major in English must choose an advisor in the English Department to assist them in selecting and sequencing classes to meet their academic and professional goals. All students who major in English must complete a minimum of ten classes in the department, excluding FYS-101. The English major and minor each have two options: the literature emphasis and the creative writing emphasis. The two courses of study overlap and complement one another. Both literature and creative writing students should graduate from Denison with a strong knowledge of the history and practice of literary studies.

Each semester, students wishing to take classes in English should read the semester's course descriptions, available online and from the English office, which provide more detailed information about specific classes than what appears below.

LITERATURE EMPHASIS

Students who major in English with the Literature emphasis must take ten courses. Four courses are chosen from among the five core courses: four of those courses are historical survey courses that cover a variety of periods in English and American literature; the fifth course introduces students to literary theory and critical methods. Critical methods and literary theory are taught in many courses in the major, but English 202 provides an overview of literary theoretical debates, familiarity with some primary theoretical texts, and attention to research and critical practices in literary studies. This course is recommended for all students, particularly for students who wish to take advanced courses in literary theory or plan to pursue graduate studies in English.

All students with the Literature emphasis are strongly urged to begin their coursework with the required "four-of-five" courses that provide useful historical and theoretical contexts for subsequent, more focused study in the seminars. But, because specific 300-level seminars probably are not offered every semester, students are encouraged to take seminars, even before they have completed the required surveys, if they are interested in the topic. English 400, the Senior Seminar, is the English capstone course offered every semester on a variety of topics. Students who major in English with the Literature emphasis may choose to do a year-long senior research project in literary studies (English 451-452). Students can transfer only two courses to the Major from off-campus.

English majors with the Literature emphasis must take four of the following five courses:

English 202: Introduction to Literary Studies: Literary Theory and Critical Methods

English 213: Early British Literature

English 214: 18th- and 19th-Century British Literature

English 230: American Literature before 1900

One 200 level 20th-century survey course (courses that fulfill this requirement will be noted on the registration database)

English majors with the Literature emphasis are also required to take the following:

Four 300 level English seminar courses

One elective at any level

English 400: Senior Seminar

CREATIVE WRITING EMPHASIS

Students who major in English with the Creative Writing emphasis must take ten courses. English majors with a Creative Writing emphasis will read and write extensively, learn from practicing published writers, and hone their skills while studying a wide range of literary texts. Students majoring with an emphasis in Creative Writing will choose from a variety of courses divided among workshops and literature courses. The core of the creative writing courses is the workshop. Writing students take a series of increasingly advanced workshops to culminate, in the senior year, in a year-long writing project conducted on campus. The senior capstone is English 453-454 in which students complete a collection of their work (poetry, stories, drama, and/or nonfiction) by year's end.

English majors with the Creative Writing emphasis must take three of the following five courses:

English 202: Introduction to Literary Studies: Literary Theory and Critical Methods

English 213: Early British Literature

English 214: 18th- and 19th-Century British Literature

English 230: American Literature before 1900

One 200 level 20th-century survey course (courses that fulfill this requirement will be noted on the registration database)

English majors with the Creative Writing emphasis must take three 300 level English seminars.

English majors with the Creative Writing emphasis must take four courses in the series of Creative Writing workshops:

English 237: Creative Writing

English 383, 384, or 385: students choose either Fiction Writing, Nonfiction Writing, or Poetry Writing. (Students may, if their schedules permit, take more than one of these advanced workshops.) Students may not take any of these courses concurrent with the Senior Writing Project.

English 453 and English 454: Senior Writing Project

English 453-454 serves as the capstone experience for English majors with the Creative Writing emphasis; this 8-credit course consists of weekly group workshops, individual tutorials, a monthly colloquium and practicum, as well as a series of master classes and workshops with visiting writers. Students must submit a writing sample and show reasonable progress in creative writing courses at the end of their junior year to get permission to take the year-long senior project to complete the major with a Creative Writing emphasis.

English Minor

The English minor consists of six courses:

To minor in English with a Literature emphasis, students must take three of the five required core 200 level courses (see above) and three courses at the 300 level (one may be at the 400 level).

To minor in English with a Creative Writing emphasis. students must take English 237, one advanced writing workshop (English 383, 384, or 385), two of the five required core 200 level courses, and two courses at the 300 level.

Course Offerings

Introductory Topics in English (ENGL-199) A general category used only in the evaluation of transfer credit. **1-4**

Introduction to Literature (ENGL-200) An introduction to literary types, this course will emphasize close interpretive reading of poetry, fiction and drama. **4**

Academic Writing (ENGL-201) Theory and practice in essay and other academic writing, allowing students to concentrate on mastering styles appropriate to their own academic or personal needs. **4**

Introduction to Literary Studies: Literary Theory and Critical Methods (ENGL-202) This course will teach students skills and materials that are important in literary studies today. It will include methods of reading and writing literary criticism, research methods in literary studies, analytical practices, an overview of literary theoretical debates of the 20th century, and selected readings from contemporary theory. In each section, the teacher will use one or two literary texts to test interpretative and theorectical approaches. **4**

Studies in Literature (ENGL-210) An intensive study of selected writers, works, literary genres, or themes. May be taken more than once for credit. **4**

Early British Literature (ENGL-213) A study of selected works by men and women writing in the 8th through the 17th centuries. With close attention to various genres and through various critical approaches, this course attends to literary and cultural developments as reflected in a variety of texts and contexts. **4**

Eighteenth- and Nineteenth- Century British Literature (ENGL-214) A study of selected works by men and women in the eighteenth centuries in England. The course pays close attention to various genres - satire, poetry, drama, criticism, and fiction - and is designed to sharpen students' reading, interpretive, critical and writing skills, while attending to literary and cultural developments in eighteenth-century, Romantic, and Victorian texts. **4**

Shakespeare (ENGL-215) A study of principal plays, emphasizing the poetic and dramatic aspects of Shakespeare's work, as viewed through a variety of critical perspectives. **4**

Modern British and American Poetry (ENGL-219) A survey of poetry from the first half of the 20th century. Attention to major poets (such as T.S. Eliot, W.B. Yeats, and Marianne Moore) as well as Modernist schools (Imagism, the Harlem Renaissance) will be enhanced by attention to the wider history, philosophy and aesthetics of the time. **4**

Modern British and American Fiction (ENGL-220) A survey of fiction from the first half of the 20th century, with attention to such authors as Conrad, Faulkner, Forster, Hemingway, Hurston, Joyce, Lawrence, Toomer, Welty, Wharton, Woolf and Wright. **4**

Women in Literature (ENGL-225) Selected poetry and prose by women guide inquiries into writing and gender and into related issues, such as sexuality, history, race, class, identity and power. Cross-listed with WMST 225. **4**

American Literature Before 1900 (ENGL-230) A survey of texts and literary movements in America before 1900, emphasizing literary responses to such issues as progress, national identity, the American landscape and slavery. The course will introduce seventeenth and eighteenth century texts and focus more fully on the literature of the nineteenth century, with attention to various genres and critical approaches. **4**

Creative Writing (ENGL-237) An introductory course in the writing of fiction and poetry. Students will be asked to read in both genres, do exercises focusing on technique and style, complete and revise significant work in both genres and critique classmates' work with an eye to providing constructive feedback. **4**

Modern Drama (ENGL-240) A consideration of drama from 1890 to 1956, with emphasis on British and American playwrights, and an eye to female and minority dramatists disenfranchised from the main stages. **4**

Human Diversity Through Literature (ENGL-245) A study of selected works by and about bisexual, gay, lesbian and transgender people. **4**

Ethnic Literature (ENGL-255) A study of the literature of various ethnic, racial and regional groups of the United States. This course explores cultural heritages, historical struggles, artistic achievements and contemporary relations of groups in American society. **4**

Nature and the Literary Imagination (ENGL-291) A study of humanity's relationship with and shifting conceptions of the nonhuman world. Reading selections vary, but generally include past and contemporary writers who reflect different ethnic and regional outlooks and who work in various modes, including literature, memoir, natural history and science. **4**

The Literature of Place (ENGL-298) An exploration of the ways in which literature and locale inform each other, this course focuses on a specific site or community. Through readings of literature "about" that place, the class investigates how cultural, social, historical, and/or institutional realities interrelate—as both cause and effect—with text. An optional trip to the place in question follows the semester. **4**

Intermediate Topics in English (ENGL-299) A general category used only in the evaluation of transfer credit. **1-4**

Studies in Literary Theory (ENGL-302) A study of major literary and cultural theories important to literary studies today. The course will emphasize readings in primary texts by critical theorists as well as applications of those theories to text of various kinds. The teacher may focus on in-depth studies of one or two critical or cultural theories. **4**

Studies in Literature (ENGL-310) An intensive study of selected writers, works, literary genres, or themes. May be taken more than once for credit. **4**

Studies in Composition and Rhetoric (ENGL-311) An intensive study of selected issues, historical periods, theory and theorists, research, or pedagogy in composition and rhetoric. **4**

Studies in the Short Story (ENGL-314) A study of selected works of major and representative writers working in the genre of the short story. This course may focus on a few specific writers (such as Eudora Welty or Raymond Carver), or on selected schools and movements (such as the avant-garde, naturalism, or modernism), or on special topics within the field (such as post-colonial fictions or Southern writing). **4**

African-American Women's Literature (ENGL-325) Historical and contemporary African-American women's literature grounds an inquiry into black women's literary and intellectual traditions within the matrix of race, gender, class and sexual relations in the United States. Cross-listed with WMST 325. **4**

Native American Literature (ENGL-326) A study of Native American literature that will provoke considerations of Native American cultural and religious traditions, historical and legal struggles, artistic achievements and contributions to contemporary American culture. **4**

Composition Theory and Pedagogy (ENGL-335) An introduction to theory and practice in composition and an opportunity to apply theories in Denison's Writing Center or nearby classrooms. Students may concentrate on applying theory to any context, tailoring the practicum to their areas of interest. **4**

Contemporary Drama (ENGL-340) Intensive study of drama from 1956 to the present, with an emphasis on British and American playwrights. The course will focus on the issues, problems, techniques, and generic forms particular to contemporary drama, with interest in the emerging drama of minority, female, and gay and lesbian playwrights. **4**

Studies in the English Novel (ENGL-341) This course will explore the English novel by studying special thematic topics, its evolution, and/or developmental influences. The course might include such authors as DeFoe, Fielding, Austen, Bronte, Gaskell, Dickens, Eliot or Hardy. **4**

Studies in the Contemporary Novel (ENGL-342) A study of such contemporary international novelists as Salman Rushdie, Garcia-Marquez, Toni Morrison, Gunter Grass, and Nadine Gordimer. The course may have a special focus on such topics as the post-colonial novel or the historical novel. **4**

Studies in Contemporary Poetry (ENGL-343) A study of selected works of major and representative poets from the second half of the 20th century. Each section might focus on a few specific poets (such as Adrienne Rich or W.S. Merwin), or on selected schools and movements (such as the Confessionals, the Beats, the Language Poets), or on special topics within the field (such as mythology, feminism, or Post-modernism and the avant-garde.) **4**

The English Language (ENGL-346) A study of the development of the English language and its dynamic presence in the world today. In addition to surveying the history of English from its Indo-European origins to the present time, units within the semester cover general linguistics topics, contemporary literacy controversies, and the social implications of dialect variation and changes in usage. **4**

Studies in Medieval British Literature (ENGL-348) Special topics courses studying the textual forms of England, Scotland, Wales and Ireland from 500 to 1500 CE. **4**

Studies in European Literature (ENGL-349) Selected works in translation from the Middle Ages through the twentieth century. Depending on the topic of the seminar, authors studied may include such diverse figures as Chretien de Troyes, Dante, Christine de Pisan, Cervantes, Madame de Lafayette, Moliere, Goethe, Ibsen, Tolstoy, Calvino and Christa Wolf. **4**

The Harlem Renaissance (ENGL-355) An analysis of the interrelationship between the cultural phenomenon and the literature of the Harlem Renaissance, particularly the way in which the social, economic and political conditions of the era helped to shape the literary art of the 1920s. **4**

The Narrative of Black America (ENGL-356) A study of representative samples of Black literature ranging from slave narratives to contemporary Black fiction. **4**

Postcolonial Literature and Criticism (ENGL-357) Readings in literature and criticism from Asia, Africa, Latin American and the Caribbean, in response to the experience of colonialism. **4**

Directed Study (ENGL-361) Offers the student an opportunity to develop, with the help of an interested professor, a special program of study in a given topic for one semester. May be taken more than once. Directed Study credit may be used to count toward an English major or minor, but it may not be used in place of required 300-level courses. **1-4**

Directed Study (ENGL-362) Offers the student an opportunity to develop, with the help of an interested professor, a special program of study in a given topic for one semester. May be taken more than once. Directed Study credit may be used to count toward an English major or minor, but it may not be used in place of required 300-level courses. **1-4**

Independent Study (ENGL-363) Offers the student an opportunity to develop within a semester a wholly individualized program of study, to be supervised by an interested professor. Independent Study credits may be used to count toward an English major or minor, but may not be used in place of required 300-level courses. **1-4**

Independent Study (ENGL-364) Offers the student an opportunity to develop within a semester a wholly individualized program of study, to be supervised by an interested professor. Independent Study credit may be used to count toward an English major or minor, but may not be used in place of required 300-level courses. **1-4**

Studies in 16th- and Early 17th- Century British Literature (ENGL-365) A study of selected works of poetry, prose and drama from 1500-1660. **4**

Studies in Late 17th- and 18th Century British Literature (ENGL-366) Special topics courses based in the literacy culture of England from roughly 1640-1800. **4**

Studies in 19th- Century British Literature (ENGL-367) Selected topics in the literature of 19th- century England. The course may focus on Romantic or Victorian authors or representative writers from both eras. **4**

Studies in 19th- Century American Literature (ENGL-368) Selected topics in the literature of 19th-century America. **4**

Studies in Early American Literature (ENGL-369) Selected topics in the writings of colonial and early national America. **4**

Chaucer (ENGL-371) A survey of Chaucer's verse and prose, centering on the Canterbury Tales. The course engages the social and intellectual transformations in 14th-century England, as well as interpretations of, and reactions to, Chaucer's writing in the centuries since. A recurrent concern will be the challenges created by the textual instability inherent in a manuscript culture. **4**

Milton (ENGL-374) A study of Paradise Lost and selected shorter poems. **4**

Late 17th- and 18th - Century Drama (ENGL-375) Studies in the production, reception and sociopolitical context of British drama from roughly 1660 to 1800. **4**

Fiction Writing (ENGL-383) An advanced workshop course in fiction writing. Students will be asked to read a wide selection of short fiction and to complete and revise a significant collection of their original work. Students will attain a working knowledge of fictional forms, techniques and aesthetics. **4**

Nonfiction Writing (ENGL-384) An advanced workshop in the writing of nonfiction, requiring numerous and varied reading and writing assignments. **4**

Poetry Writing (ENGL-385) An advanced workshop in poetry writing. Students will be asked to read a wide selection of poetry and to complete and revise a chapbook collection of their original works. Students will attain a working knowledge of poetic forms, technique and aesthetics. **4**

Advanced Topics in English (ENGL-399) A general category used only in the evaluation of transfer credit. **1-4**

Senior Seminar (ENGL-400) A required course for seniors that is organized around a theme or topic. All sections require frequent short reports to the class on research or reading. Each student will write a long paper as the basis for a major seminar presentation. **4**

Senior Research (ENGL-451) Senior students may work on an individually designed project for as much as two full semesters. **4**

Senior Research (ENGL-452) Senior students may work on an individually designed project for as much as two full semesters. **4**

Senior Writing Project (ENGL-453) This year-long project is required for a concentration in creative writing. Conducted under the directorship of a writing professor, each project will include an individual reading program and will result in a significant book-length manuscript of the student's creative work. **4**

Senior Writing Project (ENGL-454) This year-long project is required for a concentration in creative writing. Conducted under the directorship of a writing professor, each project will include an individual reading program and will result in a significant book-length manuscript of the student's creative work. **4**

Environmental Studies

Faculty

Associate Professor Doug Spieles, Director

ENVS faculty:

Ron Abram (Art), Olivia Aguilar (Environmental Studies), , Monica Ayala-Martinez (Modern Languages), Stafford Berry (Dance), Robin Brown (Environmental Studies), John Cort (Religion), Susan Diduk (Soc/Anthro), Quentin Duroy (Economics), Annabel Edwards (Chemistry), Tod Frolking (Geosciences), David Goodwin (Geosciences), David Greene (Geosciences), Amanda Gunn (Communication), Harry Heft (Psychology), Erin Henshaw (Psychology), Rebecca Homan (Biology), Abram Kaplan (Environmental Studies), Jordan Katz (Chemestry), Erik Klemetti (Geosciences), Jonathan Maskit (Philosophy), Andrew McCall (Biology), Kristina Mead (Biology), Jim Pletcher (Political Science), Joe Reczek (Chemistry), Jessica Rettig (Biology), Karl Sandin (Art), Tom Schultz (Biology), Geoff Smith (Biology), Douglas Spieles (Environmental Studies), Kate Tierney (Geosciences), Ann Townsend (English), Steve Vogel (Philosophy), Wes Walter (Physics and Astronomy), James Weaver (English), Andrea Ziegert (Economics); Academic Administrative Assistant Brenda Franks

Departmental Guidelines and Goals

Environmental Studies is an interdisciplinary inquiry into the relationship between humans and the environment. Both a major and a minor are available to students with an interest in the rigorous study of these issues. The major requires students to develop a specific environmental focus as a concentration in addition to the environmental core and distribution courses. The minor in ENVS allows students to integrate an environmental perspective with their major field of study.

As an interdisciplinary area, Environmental Studies draws on work in the natural sciences, social sciences, humanities, and the arts. It endeavors to bridge these many intellectual approaches and perspectives in the hope that students will gain deeper understanding both of the environmental problems facing the world and of proactive opportunities for change. Among issues of concern and investigation are resource utilization, the impact of technology on ecosystems, relationships between the environment and sociocultural systems, geographic information systems analysis, environmental economics and policy, conservation of biological diversity, nature writing, alternative dispute resolution, environmental psychology, and environmental ethics, among many others. See the Program web site www.denison.edu/academics/departments/environmental for details.

Environmental Studies Major

The Environmental Studies MAJOR requires nine courses as part of a three-prong program:

I. *Four required core courses* : ENVS 101 People and the Environment; ENVS 102 Science and the Environment; ENVS 301 Junior Practicum Seminar; ENVS Senior Experience (either ENVS 401 Senior Project or ENVS or INTD 451-452 Senior Research)

II. *Five distribution courses* : Students are to take at least one course from each of the five categories listed below. No double counting is permitted among these distribution categories. Regular offerings are listed here for each category; check with the ENVS Program office for a list of special offerings that may be allowed to fulfill distribution categories. Also note that some of these courses have prerequisites. 1)One environmental methods course from among this list: ENVS 220 Approaches to Environmental Education; ENVS 222 and 223 Geographic Information Systems I and II; ENVS 230 Introduction to Environmental Mapping; ENVS 240 Environmental Politics and Decision Making; ENVS 262 Environmental Dispute Resolution; ENVS 274 Ecosystem Management; ENVS 290 Sustainable Agriculture. 2)One environmental course from the Humanities or Arts Divisions: ENGL 291 Nature and the Literary Imagination; ARTS/ENVS 256 Farmscape; PHIL 260 Environmental Ethics; REL 205 Religion and Nature. 3)One environmental course from the Social Science Division: ECON 202 Economic Growth and Environmental Sustainability; ECON 427 Environmental Economics; ENVS 196 Varieties of Environmentalism; ENVS 220 Approaches to Environmental Education; ENVS 240 Environmental Politics and Decision Making; ENVS 262 Environmental Dispute Resolution; ENVS 284 Environmental Planning and Design; ENVS 290 Sustainable Agriculture. POSC 328 Politics of the Global Environment; PSYC 225 Environmental Psychology; SA 244 Environment, Technology, and Society. 4)One environmental course from the Natural Science Division: BIOL 202 Ecology and Evolution; CHEM 212 Environmental Chemistry; ENVS 274 Ecosystem Management; GEOS 200 Environmental Geology. 5)One elective from any of the four distribution categories above.

III. A *concentration* : Generally concentrations consist of 6-8 courses that can be completed in one of three ways: a disciplinary minor (with demonstrable relevance to ENVS); a second major (with demonstrable relevance to ENVS); a self-designed interdisciplinary concentration (typically 6 courses and a full year of senior research). One course may double count between distribution (category II) and concentration (category III).

The Concentration Proposal Process All ENVS majors must complete a concentration as part of their degree requirements. The concentration gives students the opportunity to select a particular area of interest within Environmental Studies and to pursue a sequence of advanced coursework within it. Sophomores that have officially declared or expressed interest in ENVS as a major will be contacted in late fall or early spring semester in order to initiate the concentration proposal process. In brief, this process involves working with an ENVS faculty advocate to identify an area of concentration, which may be disciplinary or interdisciplinary. In the case of the former, the concentration requirement can be satisfied by completing a second major or one of the existing minors in Denison's curriculum (in addition to your ENVS major). When choosing the interdisciplinary route, students will work with their faculty advocate to create a logical course of study with classes drawn from a variety of disciplinary perspectives. After consulting with an ENVS faculty advocate, students will submit a formal concentration proposal to the ENVS committee for consideration. Typically, the proposal is due in mid-February. It is very important for students to communicate regularly with their ENVS faculty advocate so that the concentration process can be concluded in a timely fashion.

Environmental Studies Minor

The Environmental Studies MINOR requires six courses. Regular offerings are listed here for each category: check with the ENVS program office for a list of special offerings that may be allowed to fulfill each requirement. Also note that some of these courses have prerequisites.

1) ENVS 101 - People and the Environment
2) ENVS 102 - Science and the Environment

3) One environmental methods course from among this list: ENVS 220 Approaches to Environmental Education; ENVS 222 and 223 Geographic Information Systems I and II; ENVS 230 Introduction to Environmental Mapping; ENVS 240 Environmental Politics and Decision Making; ENVS 262 Environmental Dispute Resolution; ENVS 274 Ecosystem Management; ENVS 290 Sustainable Agriculture.

4) One environmental course from the Humanities or Arts Divisions: ENGL 291 Nature and the Literary Imagination; ARTS/ENVS 256 Farmscape; PHIL 260 Environmental Ethics; REL 205 Religion and Nature.

5) One environmental course from the Social Science Division: ECON 202 Economic Growth and Environmental Sustainability; ECON 427 Environmental Economics; ENVS 196 Varieties of Environmentalism; ENVS 220 Approaches to Environmental Education; ENVS 240 Environmental Politics and Decision Making; ENVS 262 Environmental Dispute Resolution; ENVS 284 Environmental Planning and Design; POSC 328 Politics of the Global Environment; PSYC 225 Environmental Psychology; SA 244 Environment, Technology, and Society; ENVS 290 Sustainable Agriculture.

6) One environmental course from the Natural Science Division: BIOL 202 Ecology and Evolution; CHEM 212 Environmental Chemistry; ENVS 274 Ecosystem Management; GEOS 200 Environmental Geology.

Additional Points of Interest

Study Abroad Programs Students are encouraged to participate in study abroad programs when appropriate to enhance the concentration area or otherwise supplement course offerings at Denison. Students wishing to study abroad should plan to do so during the spring semester of their junior year. Courses taken abroad that serve as substitutes for courses listed above or which are otherwise used to satisfy elements of the Environmental Studies major must be approved in advance of the student's departure for the off-campus program by the Environmental Studies Director. A maximum of three off-campus courses may be used to satisfy requirements in the major.

Course Offerings

People and the Environment (ENVS-101) A systematic introduction to multifaceted environmental problems facing the world today, primarily through the lenses of both the social science and humanities. The course provides an overview of solutions to present challenges through governmental action, collective effort, and personal initiative. We engage in the interdisciplinary study of the relationship between humans and the environment, looking at local, regional, and global scales. At the local level, the class may explore campus-level environmental issues, including the ecological renovation of Barney. We develop ideas about campus "greening," new technologies, and behavioral factors. At a global scale, we might investigate global warming, and the human dimension of its causes and solutions. Students will undertake research projects, debate topical issues, sleuth for information, think critically, and present findings to disparate audiences. Fulfills the "I" Interdisciplinary requirement. Note: Does not fulfill the "Y" General Education Requirement. **4**

Science and the Environment (ENVS-102) This course provides an introduction to the biogeochemical aspects of environmental problems. Students will gain an understanding of the structure and function of ecological communities, as well as the non-living factors that regulate ecological change. Global chemical cycles are presented as a unifying theme for human interactions with nature and are the basis for discussion of environmental problems associated with agriculture, water use, atmospheric change, land and resource use, and waste disposal. The laboratory component of the course exposes students to methods of measuring and monitoring environmental quality. Labs include experiential introductions to ecological relationships, toxicology, water and soil analysis, and geographic information science. Students will apply concepts of experimental design, statistical sampling, and data analysis to evaluate environmental questions. Fulfills the

"QY" General Education Requirements. Note: A score of 4 or 5 on the AP Environmental Sciences wavies this requirement for the ENVS Major or Minor. **4**

Varieties of Environmentalism (ENVS-196) What is environmentalism? How is environmentalism practiced in the developed First World (the North) and the developing Third World (the South)? What are the similarities and differences of environmentalism in the North and the South? How is environmentalism related to issues of human inequality on bases such as race, class, gender, caste, and nationality? What are the causes and consequences of environmental change: who pays the costs and who receives the benefits? How do intra-human questions of justice intersect with inter-species questions of justice? ENVS Social Science. **4**

Topics in Environmental Science (ENVS-199) A general category used only in the evaluation of transfer credit. **1-4**

Environmental Geology (ENVS-200) A broad survey of the geologic aspects of environmental issues, emphasizing human interactions with the geologic environment. Topics include geologic hazards, such as earthquakes, landslides and flooding; global water supply and water quality issues, especially groundwater contamination and remediation; and global environmental change, with emphasis on climate change and global warming. Prerequisites: A 100-level course taught by a Geoscience faculty. (Normally offered Spring Semester) ENVS Natural Science **4**

Ecology and Evolution (ENVS-202) This course explores the fundamental concepts of ecology and evolution and integrates them in a study of the interactions between organisms and their environment and how those interactions shape the history of life on Earth. With a thorough understanding of population genetics and natural selection, this course addresses ecological questions at the level of the individual, population, community and ecosystem. A common thread that binds the course is the role of deterministic and stochastic processes in shaping ecological systems and macroevolutionary patterns. Prerequisite: BIOL 150 or Consent of Instructor. Three class periods and one laboratory weekly. ENVS Natural Science. **4**

Religion and Nature (ENVS-205) An investigation of the religious value of nature in Christianity and Buddhism, particularly in America and Japan. We look at how people in these cultures have viewed the place of humanity within the world of nature, and the relationships among humanity, God and nature. ENVS Humanities. **4**

Environmental Chemistry (ENVS-212) A study of the chemistry of the atmosphere, natural water, and soils with a special focus on acid precipitation, greenhouse gases, ozone depletion, urban and indoor air pollution, water and soil pollution, solid and hazardous waste disposal and risk assessment. Prerequisites 121-122. Three class periods and one laboratory weekly. This course can be used to satisfy minor in chemistry. Safety glasses required. (Offered every other year in spring semester only) ENVS Natural Science. **4**

Approaches to Environmental Education (ENVS-220) Environmental education is a broad term encompassing a large array of ideas concerned with the purpose of and approach to engagement with the physical environment that should ultimately lead to environmental stewardship. This course addresses the "what" and "how" of environmental education. Students will be exposed to the various definitions and purposes of environmental education as well as the multiple approaches used to achieve these purposes. Through readings and hands-on experiences we will explore multiple practices in the field. Finally, we will develop our own environmental education curriculum based on our experiences in the class. ENVS Methods or Social Science. **4**

Geographic Information Systems I (ENVS-222) This course is an introduction to the concepts and uses of Geographic Information Systems (GIS) with particular application to environmental issues. The course consists of laboratory exercises on GIS data structures and sources of data, on the use of specific GIS tools, and on practical applications of GIS to real-world tasks. The student will gain skills in spatial data analysis, map generation, and data presentation using ArcGIS software. (Also offered as GEOS 222). After successful completion of this course, students who wish to develop advanced GIS skills may enroll in ENVS/GEOS 223. **2**

Geographic Information Systems II (ENVS-223) This course is intended to give the student experience with advanced GIS applications. The focus will be on novel analyses of spatially explicit data pertaining to real-world environment issues (Also offered as GEOS 223). Prerequisite: ENVS/GEOS 222. **2**

Environmental Psychology (ENVS-225) An examination of the relationship between the environment and psychological processes. Topics examined in this course include how the character and the design of our environments can affect psychological well-being, and how certain ways in which we perceive and think can constrain our efforts to comprehend and confront environmental problems. Other topics explored are early environmental experiences and development, environmental stressors such as crowding and noise, territoriality and privacy, environmental aesthetics, cognitive maps and way-finding behavior, effects of institutional size on performance, and attitudes toward the natural environment. Prerequisite: PSYC 100. ENVS Social Science. **4**

Environmental Politics and Decision Making (ENVS-240) This course gives students a chance to explore the realm of proactive change in the environmental arena. It combines the theories of policy, the tools of problem solving, and the practice of dealing with environmental challenges in the real world of American government. The premise of the course is this: if you want to improve the state of the planet, you have to propose a solution. To make a solution happen, you should understand the process of getting an idea through the decision-making system. Effecting change requires a background in the system(s) that make things happen, whether you ultimately want to work within the system or outside it. This course is divided into two main components: an overview and implementation of problem solving techniques, and an in-depth examination of the U.S. Congress' role in environmental policy formation. The latter section culminates in a "Moot Congress" undertaken by students at the end of the semester. Prereq: ENVS 101. This is a core course in the ENVS major and minor. Not recommended for first year students. Fulfills the "R" Oral Communication requirement. ENVS Methods or Social Science. **4**

Environment, Technology and Society (ENVS-244) This course analyzes the social causes and consequences of environmental change. We explore the relationship among production, consumption, population, technology, and environment. We ask: do the social benefits of economic growth outweigh environmental costs? Does population growth lead to environmental problems? Can technical "fixes" solve environmental problems? Are "indigenous" technologies superior to "western" technologies? We'll also analyze human responses to change: policy and regulation, "green" capitalism, environmental movements, and environmental countermovements. We ask, how can we shape our future? What alternatives are likely and possible? Will the U.S. experience ecotopia or ecocide in the years to come? Will the Third World become the First World's dumping ground or will sustainable development provide environmental equity? This course is cross-listed with Sociology/Anthropology and has a prerequisite of either S/A 100 or ENVS 101. ENVS Social Science. **4**

Farmscape: Visual Immersion in the Food System (ENVS-256) Every human being has an intimate relationship with food, often with deep emotional facets. Yet we in the U.S. know very little about the food system that sustains us – it is a mysterious and often invisible set of processes, organizations, and people. This remarkably complex web of inputs, labor, machinery, laws, subsidies, mergers, and so many other components is one that we take largely for granted. This class seeks to align that reality with another: we are an intensely visual species. A critical part of our existence that we experience through all of our senses is one we fail to comprehend through our primary sense. And we have this occasion to use sight in a formalized way – photography – to tell new stories, and to bring an artistic sensibility to our understanding of food, and perhaps ourselves. Through imagery, writing, and the curatorial process of exhibiting our work in a public setting, we have a truly unique opportunity. Our immersion in these critical issues can bring full circle the understanding we gain through many eyes to enhance awareness in other people about the ways in which our food system connects us all together. No prerequisites. Satisfies arts/humanities component of the ENVS major, and counts as an Art GE course. **4**

Environmental Ethics (ENVS-260) This course investigates the question of our ethical relations and responsibility to objects and systems in the natural world, including animals, other living beings, non-living entities, ecosystems, and "nature" as a whole. It also asks about nature as such: what nature is, what the place in it is of humans, the role of human action in transforming nature, etc. The question of the relation of the natural to the social will receive special attention. Prerequisite: One previous course in Philosophy or Environmental Studies or consent. (Fall) ENVS Humanities. **4**

Environmental Dispute Resolution (ENVS-262) An in-depth investigation of alternative dispute resolution (ADR) as an improved means to affect change in environmental conflict. Both an intellectual and hands-on introduction to the theory and practice of ADR, relying on research into theoretical aspects of conflict, attendance at both conventional litigatory and ADR hearings, and actual participation in ADR exercises. Prerequisite: ENVS 101 or 102. ENVS Methods or Social Science. **4**

Ecosystem Management (ENVS-274) Many of Earth's ecosystems are stressed and degraded as a result of human activities. Ecosystem management is the process of evaluating the biotic and abiotic features of ecosystems and stressors and manipulating those features toward a defined goal, such as conservation or restoration. In this course, students will apply aspects of systems ecology to management scenarios in particularly stressed ecosystems. Students will gain an understanding of systems ecology and will learn how ecological communities function within ecosystems and landscapes. After establishing this foundation, students will lead the exploration of some of our planet's greatest ecological systems. Lab sessions will give the students an opportunity to construct a computer-based simulation of an ecosystem and to apply ecological modeling as a management tool in both lab and field settings. ENVS Natural Science. **4**

Environmental Planning and Design (ENVS-284) This course examines a variety of local environmental planning processes and issues, focusing primarily on the communities surrounding Denison (Granville, Licking County), as well as the theories, concepts and tools of design, both at a community level and for individual buildings. Particular attention will be paid to controversial models of architecture and planning in order to understand some of the negative implications of conventional approaches. Field trips, group exercises, research and project competitions will form the basis for course evaluation. Prerequisite: ENVS 101 or 102 or consent. ENVS Methods or Social Science. **4**

Special Topics in Environmental Studies (ENVS-290) This course provides students with an opportunity to investigate particular environmental issues from diverse perspectives within the discipline. Environmental challenges and solutions of local, national and/or global scales are addressed, often with a hands-on and interactive format. This course is offered on an irregular basis with unique topics in each version: students may enroll in this course more than once. **4**

Nature and the Literary Imagination (ENVS-291) A study of humanity's relationship with and shifting conceptions of the nonhuman world. Reading selections vary, but generally include past and contemporary writers who reflect different ethnic and regional outlooks and who work in various modes, including literature, memoir, natural history and science. ENVS Humanities. **4**

Environmental Practicum (ENVS-301) This keystone course is primarily for ENVS majors; minors are welcome. This course provides the opportunity for students to gain hands-on experience working on real-world environmental problems. As a group, students work in an intensive format with a real "client" and real deadlines to research a problem, assess options, recommend solutions, and evaluate outcomes. Examples of projects include energy and water conservation, local land use planning, wetlands managements, reuse/recycling programs, agriculture preservation, and environmental education. (Fall only; should be taken junior year). Prerequisites: ENVS 101 and 102; ENVS major or minor. **4**

Wetland Ecology (ENVS-310) This course is a comprehensive study of wetland ecology, management, and policy. The main emphasis is on biological, chemical, and physical aspects of major wetland ecosystems found in North America. The course also deals with valuation, classification, and delineation of wetlands. A significant portion of the course focuses on local and regional wetland ecosystems: their history, ecology, and current status. Labs will be field-based explorations of the biology, chemistry, and ecology of these regional wetlands. Prerequisite: BIOL 202 or consent. ENVS Elective. **4**

Politics of the Global Environment (ENVS-328) This course is about the theoretical, political, and practical problems associated with environmental action. Course materials analyze various theoretical perspectives on the relationship between humans and nature, and they illustrate how different ethics lead to widely different prescriptions for personal and political action. Course materials also offer examples of how environmental problems have in fact been addressed or not by governmental, non-governmental, and international institutions. This is not a course on the physical processes of environmental problems, but rather it emphasizes the political, economic, and theoretical contexts within which efforts are made to act on environmental threats. No prior knowledge of environmental or political science is required. However, students should be prepared to read and interpret detailed social science texts, to formulate and articulate cogent arguments, and to conduct independent research. ENVS Social Science. **4**

Directed Study (ENVS-361) 1-4

Directed Study (ENVS-362) 1-4

Independent Study (ENVS-363) 1-4

Independent Study (ENVS-364) 1-4

Advanced Topics in Environmental Studies (ENVS-399) A general category used only in the evaluation of transfer credit. **1-4**

Environmental Senior Project (ENVS-401) This course is required for ENVS majors with senior standing unless they are pursuing senior research (ENVS 451/452). This course provides an integrating and culminating experience for students, individually or in small groups, to engage with an environmental issue, either by conducting research related to this issue or by taking action on it in a way that is informed by their academic understanding. The primary objective is to integrate their study of environmental issues at Denison and to develop skills in critically analyzing environmental problems and promoting environmental change. Prerequisite: ENVS 301 or consent of the instructor. **4**

Environmental Economics (ENVS-427) This course provides an examination of various economic issues facing business and government regarding the use of natural resources and the management of environmental quality. Students will develop an understanding of both the economic nature of environmental problems and the economic tools necessary to explore and devise potential policy solutions for environmental problems. In addition, students will examine the institutional framework within which environmental problems exist in order to understand those factors which may mitigate against economic solutions. Prerequisite: ECON 302. ENVS Social Science. **4**

Senior Research (ENVS-451) 4

Senior Research (ENVS-452) 4

First-Year Program

Faculty

Associate Professor Mark Moller, Dean; Christie Kasson, Assistant to the Dean

Departmental Guidelines and Goals

First-year seminars introduce entering students to the rigors and rewards of college courses in the liberal arts. Limited to a maximum of 18 students, each seminar offers students the opportunity to explore a particular issue, interest or problem in depth and to develop or refine critical academic skills and habits of mind necessary for success in college.

First-year seminars are designed to: a) provide courses exclusively for first-year students in a cooperative environment that encourages active participation in the learning process; b) enhance student writing skills; c) strengthen abilities of students to read and think critically, to express themselves cogently, and to use library resources effectively; and d) generate intellectual excitement through sustained engagement with a chosen topic.

All First-Year seminars provide opportunities to develop skills in written expression. Giving close attention to the process of writing and revision, the courses enable both gifted writers and those with more fundamental needs to improve upon the rhetorical skills they bring to the class. The courses focus on those features of writing that are shared by all fields: writing that is significant, clear, unified, developed, economical and thoughtfully presented. However, because writers in different fields necessarily write in different ways, students are strongly urged to seek further guidance specific to the field in which they later specialize.

To begin this process, all First-Year seminars provide opportunities for students to analyze texts; to find, assess, use and cite information from published and electronic sources; to design manageable and significant topics; to plan, structure and compose drafts; and to revise and edit their work.

First-Year seminars often serve additional purposes as well. They may serve as an introduction to Denison, to college life in general, and to faculty expectations of student work. The courses may be linked with academic advising or with local events, exhibits and performances. The seminars, therefore, serve many important purposes on our campus. But the complex and interrelated processes of writing, thinking and revision are the primary focus of all sections of the First-Year Seminar.

Each student is required to take two seminars during the first year: one section of FYS 101 and one section of FYS 102. The courses may be taken in any order or simultaneously. All sections of FYS 101 fulfill the Writing requirement in the General Education program. All sections of FYS 102 fulfill other requirements within the General Education program.

Course Offerings

Words and Ideas (FYS-101) Each seminar provides an opportunity for first-year students to study the inter-relationship between language and thinking and to develop talents in writing nonfiction essays. Instructors design a wide range of topics for individual classes. Students are strongly advised to choose a topic that interests them. Some recent FYS 101 classes have had the following topical emphases: Explorations of Identity in Science Fiction and Fantasy; Coming of Age in America; Mystery and Crime Fiction; Writing About Poetry; Partnerships and Politics; and Toni Morrison's Novels: Texts and Contexts. Descriptions of current offerings of FYS 101 are available in the Office of the First-Year Program, the English Department, and on these offices' web pages. **4**

First Year Topical Seminar (FYS-102) These courses are designed to enhance student research and writing skills in the context of topics in the Arts, Sciences, Humanities and Social Sciences, as well as Denison's interdisciplinary programs. Recent seminars have included Children in Crisis: Studies in Nonfiction, The Mandate of Heaven in Classical China, The Idea of the Self in Ethics, Art and Politics, Black Women's Lives: Autobiography as Protest, and From Sands to Stars. Descriptions of current offerings are available in the Office of the First-Year Program or on its web page. **4**

French

Faculty

Professor Xinda Lian, Chair

Associate Professor Christine Armstrong; Assistant Professor Isabelle Choquet; Visiting Associate Professor Richard Gray; Academic Administrative Assistant Liz Barringer-Smith

Departmental Guidelines and Goals

Educated people spend their lives trying to grow in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning a foreign language contributes to our education by providing an intimate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be human. Furthermore, foreign-language courses allow entry into the subjectivity of the target language on its own cultural and linguistic grounds, thus making possible a different and more profound redefinition of our own culture.

Our basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the eventual mastery of a foreign language. When students take full advantage of that opportunity, they can use the target language in subsequent courses dealing with the foreign culture. The Department emphasizes the use of a foreign language in most of its courses because it believes that students can best appreciate a foreign culture from within its own mode of expression.

With a view toward career opportunities, the Department encourages integrating foreign language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, political science, and English. Courses in cultural studies and literature, aside from their intrinsic worth, also present multiple perspectives on other cultures and areas of intellectual experience.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the Department and the Office of Off-Campus Studies (see Off-Campus Programs).

Students who have taken French 214 may also enroll in the intensive summer program in Martinique (contact Dr. Armstrong or Dr. Choquet for more information). On-campus opportunities to improve their command of the language are provided by the Language and Culture Program, language tables, foreign films, club meetings, and similar activities sponsored by the Department. There are as well subsidized field trips to museums and pertinent activities in cities across the country, and in some cases foreign countries.

French Major

Students majoring in French must take a minimum of nine courses beyond FREN 211. The first six courses required for the major are FREN 213 (Conversation and Phonetics), FREN 214 (Area Studies: France), FREN 215 (Intermediate French Readings and Grammar) or FREN 305 (Advanced French Readings and Grammar), FREN 311 and FREN 312 (Surveys of French Literature), and FREN 418 (the Senior Seminar, to be taken during the senior year). The three other required courses will be literature, culture, or language courses at the upper-level, preferably taken in France.

French Minor

Students minoring in French must take six courses beyond FREN 211: FREN 213, FREN 214, FREN 215 or FREN 305, and three advanced courses in literature, culture, or language, at least one of which must be either FREN 311 or FREN 312.

Additional Points of Interest

The Language Lab An important asset of the department is the Language Lab with its 27 Macs, zone-free DVD player, multi-standard VCR and document camera. The Lab provides support for learning activities outside and inside the classroom, ranging from grammar drills to research and collaborative writing projects, as well as discussions on authentic materials published on the Internet. The area is designed not only for individualized instruction but also for group work and small seminars that use a variety of digital materials for class discussion.

General Department Regulations Students planning to major in the Department are advised to begin course work in the first year. Those wishing to fulfill the basic requirement in language by continuing the one begun in secondary school will find it advantageous to begin their course work in the first year. Whether students satisfy the language requirement by continuing with their secondary-school foreign language or by taking up a new foreign language, the Department of Modern Languages strongly recommends that students complete their language requirement by the end of their sophomore year.

Cultural Enrichment Each semester the Department offers students exceptional opportunities for cultural enrichment in foreign languages. These opportunities include, for example, off-campus trips to target-culture plays, movies and performances, as well as campus visits by native scholars and performers. In that way, experiences in target cultures become more readily available to our students. These opportunities are made possible through a most generous endowment bestowed on the Department of Modern Languages by the Patty Foresman Fund.

The Foresman Lounge Located in the central hub of the department, it provides the Denison community with a space for a wide range of activities such as receptions, classes, and informal gatherings. This area has a small kitchenette with a table and chairs for sharing lunch or a coffee with our faculty. It is also equipped with a wide range of technological devices with which to enrich our students' learning experiences. This room has a 52-inch flat screen TV that is connected to a satellite dish, which provides us with SCOLA television services from around the world. The TV is also connected to a multi-standard VCR, zone-free DVD player and a document camera. The lounge has a ceiling-mounted data projector, which connects to a networked Mac computer, the DVD player, VCR and document camera.

The Language and Culture Program This exciting residential option gives students the opportunity to hone their language skills and to participate in special cultural events. Students who choose this residential option will live in a small community of their peers who share their enthusiasm for foreign languages and cultures. Special extracurricular activities and programming in the Language House support language acquisition and permit a closer relationship with professors and language assistants from the Department of Modern Languages.

Course Offerings

Beginning French I (FREN-111) A comprehensive introductory course in French through the four basic skills: aural comprehension, speaking, reading and writing. Does not count as credit toward a major or minor. Conducted in French. **4**

Beginning French II (FREN-112) A continuation in the development of the four basic skills: aural comprehension, speaking, reading and writing. Does not count as credit toward a major or minor. Conducted in French. **4**

Introductory Topics in French (FREN-199) A general category used only in the evaluation of transfer credit. **1-4**

Intermediate French (FREN-211) A completion of an overview of the structure of French. Emphasis placed on developing skills in speaking, writing, listening, and reading. Prerequisite: 112 or placement. Does not count as credit toward a major or minor. Conducted in French. **4**

Conversation and Phonetics (FREN-213) Training and refining of all skills, with an emphasis on pronunciation and oral communication. Conducted in French. Prerequisite: 211 or placement. **4**

Area Study - France (FREN-214) The course deals with the question: "What makes the French French?" by examining several aspects of French culture, such as child rearing and the process of socialization, the structure of the family and society, and symbolic behavior. The approach compares American and French cultures. Conducted in French. Prerequisite: 213 or equivalent. **4**

Intermediate French Readings and Grammar (FREN-215) Students will read extensively from Francophone literary works and works of general culture while reviewing French grammar in detail. Conducted in French. Prerequisite: 213. May be taken concurrently with 213 or equivalent. **4**

Topics in Intermediate French (FREN-299) A general category used only in the evaluation of transfer credit. **1-4**

Advanced French Readings and Grammar (FREN-305) Approaches to comprehension and appreciation of literary texts through analysis and writing. Recommended as preparation for advanced work in French. Conducted in French. Prerequisite: 215 or equivalent. **4**

Survey of French Literature I: From the Middle Ages Through the 18th Century (FREN-311) Introduction to major literary and cultural movements and figures with readings from representative authors. Conducted in French. Prerequisite: 215 or 305 or equivalent. **4**

Survey of Literature of French Expression: 19th and 20th Centuries (FREN-312) Introduction to major literary and cultural movements and figures with readings from representative authors. Conducted in French. Prerequisites: 215 or 305 or equivalent. **4**

Texts in French: Themes (FREN-330) This course proposes the study of texts of French expression (taken in the broad definition, including the written text, film, music) through a theme such as the Romantic Hero, the Epic Hero, Emergence of Aesthetics, the Portrayal of Women, Dada and the Surrealists, Gide, etc. Conducted in French. Prerequisite: 305 or 311 or 312. **4**

Texts in French: Genres (FREN-331) In this course, students will discuss and analyze texts of French expression (taken in the broad definition, including the written text, film, music) through the common thread of genre such as Novels, Theatre, Film, Short Stories, Poetry and Opera. Conducted in French. Prerequisite: 311 or 312. **4**

Directed Study (FREN-361) 1-4

Directed Study (FREN-362) 1-4

Independent Study (FREN-363) 1-4

Independent Study (FREN-364) 1-4

Advanced Topics in French (FREN-399) A general category used only in the evaluation of transfer credit. **1-4**

Seminar in French (FREN-418) Advanced study of special topics in language, literature or culture. Conducted in French. Prerequisite: one advanced course beyond 311-312. Must be taken in senior year. **4**

Senior Research (FREN-451) 4

Senior Research (FREN-452) 4

Geosciences

Faculty

Associate Professor David H. Goodwin, Chair

Professor Tod A. Frolking; Associate Professor David C. Greene; Assistant Professor Erik W. Klemetti; Assistant Professor Kate E. Tierney; Academic Administrative Assistant Jude Hall

Departmental Guidelines and Goals

In the Department of Geosciences we investigate the Earth in the broadest sense: how it formed, how it evolved and continues to evolve, how Earth systems interact to produce the environment in which we live, and how present and future changes may affect the habitability of Earth. The central goal of the department is to educate students about the nature and history of the Earth, the processes that shape the Earth, and the impacts those processes have on human populations.

An understanding of the Earth is an important component of global citizenship. Many critical environmental issues face humanity, including global climate change, water shortages, loss of arable land, natural hazards such as earthquakes and flooding, and the availability of petroleum and other energy resources. Citizens and professionals with training in the geosciences will contribute to addressing these and other problems, while increasing opportunities for humans to live sustainably on the Earth.

The department provides non-majors with a basic knowledge of the Earth and Earth processes that will serve their needs as future citizens and community leaders. Geoscience majors and minors develop a strong background in the geosciences in preparation for employment opportunities in fields such as environmental science, geotechnical engineering, exploration for natural resources, geologic research, environmental law, and earth science teaching. Many geoscience graduates continue their training in graduate school; others enter the work force directly.

Geosciences Major

There are two possible paths to the bachelor's degree in Geoscience: a Bachelor of Science in anticipation of advanced study in the Geosciences, or a Bachelor of Arts for those who seek a less specialized course of study. Earning a B.A. degree does not preclude a professional career in the Geosciences, although admission to some graduate programs may require completion of additional science and mathematics courses.

A student may graduate with a B.S. by taking one 100-level introductory geoscience course (e.g., GEOS 110, 111, 112, 114); the two foundation courses GEOS 210 and 211; six elective GEOS courses, at least three of which must be at the 300-level; GEOS 380, the Senior Geoscience Seminar; and a geoscience field course (GEOS 400). Required additional science courses are CHEM 131 plus three courses from CHEM 132, BIOL 201-202, MATH 123-124, and PHYS 121-122 or 126-127. Students wishing to pursue graduate study in the geosciences are strongly encouraged to take additional math and science courses beyond this minimum requirement.

Students seeking a B.A. degree must take one 100-level introductory geoscience course (see above); the two foundation courses (see above); six elective GEOS courses, at least three of which must be at the 300-level; and GEOS 380, the Senior Geoscience Seminar. One cognate science course may be substituted for a 200-level elective GEOS course.

Both B.S. and B.A. students are required to pass a comprehensive exam, administered early in the second semester of the senior year.

Note that most upper level geoscience courses are offered in alternate years. Therefore careful schedule planning is important, especially if one pursues a semester of off-campus study.

Geosciences Minor

To minor in the Geosciences, a student must take one 100-level introductory geoscience course (see above), GEOS 210, and four additional courses in the Geosciences at the 200 or 300 level.

Major in Geosciences (Geophysics Concentration)

Students with an interest in this program should consult with the Geoscience and Physics chairpersons no later than their sophomore year.

Major in Geosciences (Environmental Studies Minor)

Students interested in this program should consult the Environmental Studies Minor requirements described elsewhere in this catalog.

Geography

Geography is a non-major field at Denison. A student wishing to pursue geography and related environmental/planning fields may follow the B.A. in Geosciences with a geography emphasis and a minor in a field such as Economics, Environmental Studies, History or Sociology/Anthropology; or develop an individually designed major in consultation with the Geoscience faculty. The curriculum is rich enough to allow geoscience majors to enter graduate schools of geography or regional and urban planning.

Additional Points of Interest

Abundant student research opportunities are available, including working with faculty in the field or laboratory, involvement with the Oak Ridge Science Semester described at www.orss.denison.edu, and a variety of summer internships. Student employment opportunities within the department include working as teaching and laboratory assistants, and assisting in developing and maintaining departmental collections.

The C.L. Herrick Geological Society is an active, student-run organization, which coordinates guest lectures and social events throughout the academic year.

Safety glasses will be required for some field work and laboratory work.

Course Offerings

Physical Geography (GEOS-110) The study of earth surface processes and diverse environments around the world. Topics covered include weather phenomena, the distribution of the world's climates, global patterns of vegetation and soils, and the study of landforms. Laboratory exercises include local field trips, the analysis of weather and climate data, the interpretation of topographic maps and aerial photographs, a primer on common minerals and rocks, as well as occasional Google Earth excursions. This course is designed as an introductory course in the geosciences for both science and non-science majors. Fulfills the quantitative (Q) requirement. (Normally offered Fall and Spring semesters). **4**

Planet Earth (GEOS-111) An introduction to the study of the Earth: how it formed, how it evolved, how Earth systems interact to produce the environment in which we live, how geologists interpret rocks and how humans use earth resources. Laboratory exercises include learning to identify and interpret minerals and rocks, using topographic maps to understand landscapes and landscape processes, and examining volcanic and earthquake hazard and mitigation. This course is designed as an introductory course in the geosciences for both science and non-science majors. Fulfills the quantitative (Q) requirement. (Normally offered Fall and Spring semesters) **4**

Special Topics in the Geosciences (GEOS-112) Current topics include: Rare Earth - Building a Habitable Planet. What does it take to build a planet that harbors intelligent life? Are habitable planets common in the Universe, or is Earth the only one? In this course we will examine the development of planet Earth in light of the hypothesis that conditions necessary for a habitable planet are extremely rare in the universe. While emphasizing geology, this examination will involve us in aspects of biology and paleontology, astronomy and astrogeology, philosophy and even theology. Laboratory exercises will allow hands-on investigation of rocks, fossils, geologic maps, and other data important to our understanding of the development of planet Earth. This course is designed as an introductory course in the geosciences for both science and non-science majors. Fulfills the "R" Oral Communication requirement. **4**

Special Topics in the Geosciences (GEOS-114) Current Topics include: Climate Change - Cool Science on a Hot Topic. Global warming constitutes one of the most controversial issues you, and society at large, will face in the future. At the center of this debate lies the question, "Are we responsible for the recent increase in global temperature, or is this trend part of the natural variability in the climate system?" To evaluate these possibilities, we will examine the geologic record of climate change and the processes responsible for these variations. While the majority of our discussions will focus on geology, we will also touch on elements of oceanography, meteorology, biology, paleontology, as well as policy and politics. By the end of this course you will be able to make informed decisions about the climate change issues we are certain to face in the future. This course is designed as an introductory course in the geosciences for both science and non-science majors and to fulfill the "Q" Quantitative requirement. **4**

Introductory Topics in Geosciences (GEOS-199) A general category used only in the evaluation of transfer credit. **1-4**

Environmental Geology (GEOS-200) A broad survey of the geologic aspects of environmental issues, emphasizing human interactions with the geologic environment. Topics include geologic hazards, such as earthquakes, landslides and flooding; global water supply and water quality issues, especially groundwater contamination and remediation; and global environmental change, with emphasis on climate change and global warming. Prerequisites: A 100-level course taught by Geoscience faculty. (Normally offered Fall Semester) **4**

Historical Geology (GEOS-210) A survey of the geologic history of planet Earth. Major topics include global climate history, paleogeography, history of life, and tectonic development and evolution of the North America continent. Lab exercises focus on description and interpretation of sedimentary rocks and environments, and the history of biological evolution. Prerequisite: A 100-level course taught by Geoscience faculty. (Normally offered Spring Semester) **4**

Rocks and Minerals (GEOS-211) An introduction to the minerals and rocks that make up the Earth, and how those materials influence the processes that operate within and on the surface of the planet. The framework of the course is the geological, chemical and physical basis for understanding the composition and physical properties of minerals, magmas and rocks, and the processes by which these materials form. An emphasis is placed on examining the interplay between earth materials, society and the environment. Prerequisite: A 100-level course taught by Geoscience faculty. (Normally offered Fall Semester) **4**

Geographic Information Systems I (GEOS-222) This course is an introductin to the concepts and uses of Geographic Information Systems (GIS) with particular application to environmental issues. The course consists of laboratory exercises on GIS data structures and sources of data, on the use of specific GIS tools, and on practical applications of GIS to real-world tasks. The student will gain skills in spatial data analysis, map generation, and data presentation using ArcGIS software. (Also offered as ENVS 222). After successful completion of this course, students who wish to develop advanced GIS skills may enroll in ENVS/GEOS 223. **2**

Geographic Information Systems II (GEOS-223) This course is intended to give the student experience with advanced GIS applications. The focus will be on novel analyses of spatially explicit data pertaining to real-world environment issues (Also offered as ENVS 223). Prerequisite: GEOS 222. **2**

Earth Resources (GEOS-240) This course examines the Earth resources that humans exploit, including (but not limited to) fossil fuels, uranium, metals, water and soil, from both a geologic and societal perspective. We will study: (1) the geologic processes that form these deposits and control their distribution; (2) the methods used to extract the resources and; (3) environmental impact of extraction and resource use. We will also scrutinize the effect on society of the resource, including conflict, labor, sustainability and class issues.

The course will combine lab activities, scientific discussion and readings from academic literature, popular media, and activist propaganda. The end result will be the ability to bring together the science of Earth resources with the broader human context of resource exploitation. Prerequisite: A 100 level course taught by Geoscience faculty or consent of instructor. **4**

World Regional Geography (GEOS-250) Modern geography explores the complex linkages between the natural world and the human or "built" environment. In this course, we study these relationships from a regional viewpoint. Excluding Anglo America, we tour the world's regions examining the diversity of landscapes, the distributions of natural resources, and the patterns of agricultural land use and industrial development. From London to Lhasa we chart the growing interdependence of the world economy and the stark contrasts in resource availability and allocation between the developed and less-developed nations. This course provides a fundamental understanding of people's material relationships with each other and the Earth. **4**

Geography of North America (GEOS-252) A regional geographic study of North America, focusing on climate, landforms, and natural resources as they relate to patterns of human settlement, land use, transportation and economic activity. **4**

Weather and Climate (GEOS-260) An introduction to the atmosphere and its complex dynamics on local to global scales. Topics include earth-sun relationships and global energy budgets, remote sensing of the atmosphere, large-scale atmospheric circulation, mid-latitude weather from thunderstorms and tornados to large winter storm systems, the observation, measurement and prediction of local weather, global climate patterns, and the controls and impacts of global climate change both today and in the recent geologic past. **4**

Oceanography (GEOS-270) This course will provide students with an introduction to the world's oceans. Topics will include: the sea floor and its sediments; the physical properties and chemistry of seawater; ocean circulation; waves and tides; life in the seas; and environmental issues and concerns facing the oceans today. By the end of this course students will have explored many of the basic concepts in modern oceanography, and should be able to integrate new concepts and data into their developing knowledge of the Earth. **4**

Global Tectonics (GEOS-280) A study of geologic and tectonic processes at the global scale. Major topics include plate tectonic theory and development, topography and geology of the sea floor, plate geometries and processes at plate margins, volcanic arcs, collisional orogenies and mountain building, and the influence of tectonic processes on earth history. Prerequisite: 210 or 211 or consent of instructor. (Normally offered Spring Semester in alternate years) **4**

Intermediate Topics in Geosciences (GEOS-299) A general category used only in the evaluation of transfer credit. **1-4**

Geomorphology (GEOS-300) The systematic study of earth processes and landform development in tropical, temperate, arid and polar environments. We examine the range of surface processes including weathering, slope erosion, river and wind activity, and present and past glaciers to help understand landform evolution through recent geologic time. Particular emphasis will be given to the glacial and temperate environments of the north-central United States during the late Quaternary. Prerequisites: GEOS 200 or consent of instructor. (Normally offered Fall Semester in alternate years). **4**

Hydrogeology (GEOS-305) A systematic study of surface water pathways from rain to rivers, groundwater flow, groundwater resources and groundwater chemistry. Our emphasis will be geologic, examining the range of rocks and sediments and the dynamics of water movement through them. We study well hydraulics to characterize local aquifers and then expand to regional groundwater systems. We then examine the groundwater chemistry of different aquifer systems and a range of groundwater contamination issues. Prerequisite: GEOS 200 or 300 or consent of instructor. (Normally offered Spring Semester in alternate years) **4**

Biodiversity Through Time (GEOS-308) An introduction to the study of fossil invertebrates with emphasis on preservation, taphonomy, diversity trajectories through geologic time, evolutionary mechanisms, extinction, paleobiology and paleoecology. Special emphasis will be placed on using fossils to interpret ancient depositional environments. Labs will introduce the student to the major invertebrate phyla commonly preserved in the geologic rock record. Prerequisite: GEOS 210 or BIOL 202. (Normally offered Fall Semester in alternate years) **4**

Structural Geology (GEOS-311) Study of the deformation of the Earth's crust. How and why rocks deform; geometry and interpretation of folds, faults, and rock fabrics; regional tectonics and mountain building. Labs emphasize interpretations of geologic structures in hand specimens, outcrops and geologic maps; and includes opportunities for geologic field mapping and a weekend field trip to the Appalachian fold and thrust belt. Prerequisite: 210 or 211 or consent of instructor. **4**

Igneous and Metamorphic Petrology (GEOS-312) An examination of the processes that produce igneous and metamorphic rocks. The course emphasizes the reasoning and approaches used to understand rock-forming processes, including field geology, petrography, geochemistry and petrologic modeling. The key topics include the formation of magmas in different tectonic settings, the physical processes of volcanism and using metamorphic reactions to assess the tectonic history of rocks. Prerequisite: GEOS 211 or consent. (Normally offered Spring Semester in alternate years) **4**

Sedimentology and Stratigraphy (GEOS-314) This course is an introduction to sedimentary processes and sedimentary rocks. The course will cover three major areas: (1) physical sedimentology (how sedimentary rocks are formed); (2) depositional systems (where sedimentary rocks are formed and how they differ from place to place); and (3) stratigraphy (how sedimentary rocks are used to solve geological problems). Labs will expose students to sedimentary rocks under the microscope, in hand sample, and in the field. Prerequisite: 210. (Normally offered Fall Semester in alternate years. **4**

Geochemistry (GEOS-320) An introduction to geochemical principles focusing on surface processes and low temperature geochemistry. Major topics include nucleosynthesis, differentiation of the crust, low-temperature aqueous geochemistry, light stable isotope fractionation, long and short-term carbon cycles, and chemical evolution of the oceans and atmosphere. Prerequisite: Chemistry 131 or permission of the instructor. Normally offered in alternate years. **4**

Special Topics in Geosciences (GEOS-340) 4

Directed Study (GEOS-361) Individual readings and laboratory work in a student's field of interest within the Geosciences. **1-4**

Directed Study (GEOS-362) Individual readings and laboratory work in a student's field of interest within the Geosciences. **1-4**

Independent Study (GEOS-363) 1-4

Independent Study (GEOS-364) 1-4

Geoscience Senior Seminar (GEOS-380) This course is designed to help majors apply what they have learned throughout their undergraduate careers to a real-world issue or topic in the geosciences. The seminar will meet weekly with all members of the Geoscience faculty. The seminar topic will be selected by the entire geosciences faculty. Both students and faculty will be responsible for presenting summaries of weekly readings, although the majority will be presented by students. The course will be organized and administered by the department chair. Geoscience majors with senior standing or permission of instructor. (Normally offered Spring Semester) **1**

Advanced Topics in Geoscience (GEOS-399) A general category used only in the evaluation of transfer credit. **1-4**

Field Course (GEOS-400) A B.S. major in Geosciences must register for an approved summer field course offered by any one of a number of universities. Upon the successful completion of the course, the student receives credit transferable to their record at Denison. **4-8**

Selected Topics in Geoscience (GEOS-401) An advanced seminar or problem-oriented course which involves a semester-long investigation of such topics as field techniques in geosciences, advanced structural geology, geochemistry, or geomorphology. **2-4**

Selected Topic in Geography (GEOS-402) An advanced seminar or problem-oriented course which involves a semester-long investigation of a global perspective in such issues as ocean resources and territorial rights, population growth, and food needs. Prerequisite: A 200-level course or permission of instructor. **2-4**

Senior Research (GEOS-451) 4

Senior Research (GEOS-452) 4

German

Faculty

Professor Xinda Lian, Chair

Professor Gary Baker, Associate Professor Gabriele Dillmann; Visiting Assistant Professor Eva Revesz; Academic Administrative Assistant Liz Barringer-Smith

Departmental Guidelines and Goals

Educated people spend their lives trying to grow in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning a foreign language contributes to our education by providing an intimate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be human. Furthermore, foreign-language courses allow entry into the subjectivity of the target language on its own cultural and linguistic grounds, thus making possible a different and more profound redefinition of our own culture.

Our basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the eventual mastery of a foreign language. When students take full advantage of that opportunity, they can use the target language in subsequent courses dealing with the foreign culture. The Department emphasizes the use of a foreign language in most of its courses because it believes that students can best appreciate a foreign culture from within its own mode of expression.

With a view toward career opportunities, the Department encourages integrating foreign language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, political science, and English. Courses in cultural studies and literature, aside from their intrinsic worth, also present multiple perspectives on other cultures and various areas of intellectual experience.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the Department and the Office of Off-Campus Studies (see Off-Campus Programs). On-campus opportunities to improve their command of the language are provided by the Language and Culture Program, language tables, foreign films, club meetings, and similar activities sponsored by the Department. There are as well subsidized field trips to museums and pertinent activities in cities across the country, and in some cases foreign countries.

German Major

Students majoring in German must take a minimum of nine courses beyond German 211. Major electives would include a combination of 300- or 400-level classes. Four of the nine courses are obligatory:

213-Intermediate Conversation and Composition (or equivalent)
214-Communication and Writing Skills
304 or 305-German Culture and Civilization
311-Introduction to German Literature(recommended) or another German Literature course
Senior Project

Two of the five remaining required courses must be in literature, taken from Denison's course offerings or equivalent courses offered by an approved program abroad. The other three courses can be advanced language or a second civilization course. Seniors complete one major project in the context of a 300-level course taken in the senior year.

German Minor

A student minoring in German must take at least five advanced language courses above the 211 level, one literature course, and one course in area studies. Recommended courses:

German 213-Intermediate Conversation
German 214-Communication and Writing Skills
German 304 or 305-German Culture and Civilization
German 311-Introduction to German Literature or one other German Literature course

Additional Points of Interest

General Departmental Regulations Students planning to major in the Department are advised to begin course work in the first year. Those wishing to fulfill the basic requirement in language by continuing the one begun in secondary school will find it advantageous to begin their course work in the first year. The Department of Modern Languages strongly recommends that students complete their language requirement by the end of their sophomore year.

The Language Lab An important asset of the department is the Language Lab with its 27 Macs, zone-free DVD player, multi-standard VCR and document camera. The Lab provides support for learning activities outside and inside the classroom, ranging from grammar drills to research and collaborative writing projects, as well as discussions on authentic materials published on the Internet. The area is designed not only for individualized instruction but also for group work and small seminars that use a variety of digital materials for class discussion.

Cultural Enrichment Each semester the Department offers students exceptional opportunities for cultural enrichment in foreign languages. These opportunities include, for example, off-campus trips to target-culture plays, movies and performances, as well as campus visits by native scholars and performers. In that way, experiences in target cultures become more readily available to our students. These opportunities are made possible through a most generous endowment bestowed on the Department of Modern Languages by the Patty Foresman Fund.

The Foresman Lounge Located in the central hub of the department, it provides the Denison community with a space for a wide range of activities such as receptions, classes, and informal gatherings. This area has a small kitchenette with a table and chairs for sharing lunch or a coffee with our faculty. It is also equipped with a wide range of technological devices with which to enrich our students' learning experiences. This room has a 52-inch flat screen TV that is connected to a satellite dish, which provides us with SCOLA television services from around the world. The TV is also connected to a multi-standard VCR, a zone-free DVD player and a document camera. The lounge has a ceiling-mounted data projector, which connects to a networked Mac computer, the DVD player, VCR and document camera.

The Language and Culture Program This exciting residential option gives students the opportunity to hone their language skills and to participate in special cultural events. Students who choose this residential option will live in a small community of their peers who share their enthusiasm for foreign languages and cultures. Special extracurricular activities and programming in the Language House support language acquisition and permit a closer relationship with professors and language assistants from the Department of Modern Languages.

Course Offerings

Beginning German I (GERM-111) A comprehensive introductory course in German develops the four basic skills: aural comprehension, speaking, reading and writing. Does not count as credit toward a major. **4**

Beginning German II (GERM-112) A comprehensive introductory course in German develops the four basic skills: aural comprehension, speaking, reading and writing. Does not count as credit toward a major. Prerequisite: GERM 111 or placement. **4**

Introductory Topics in German (GERM-199) A general category used only in the evaluation of transfer credit. **1-4**

Intermediate German (GERM-211) The course is designed to improve comprehension of spoken and written German and to advance conversational skills. Grammar will also be reviewed. This course satisfies Denison Oral Communication requirement. Prerequisite: 112 or placement. **4**

Intermediate Conversation and Composition (GERM-213) Intensive practice in conversational skills on the intermediate level. Work in the Multimedia Center and composition will constitute a part of the course. This course satisfies Denison Oral Communication requirement. Prerequisite: 211 or placement. **4**

Review: Communication and Writing Skills (GERM-214) Intensive review of grammar and writing skills which aims to increase oral and written accuracy. Conducted in German. Prerequisite: 211 or consent. **4**

Intermediate Topics in German (GERM-299) A general category used only in the evaluation of transfer credit. **1-4**

Special Topics Seminar (GERM-302) A seminar with an emphasis on culture and literature focusing on a specific theme or topic. Topics such as Berlin, national identity, love in literature of the 90s, creative poetry writing, suicide in German literature, victims and perpetrators in German literature, and grammar review/advanced writing proficiency. Prerequisite: Two semesters of intermediate level German or consent. **4**

German Culture and Civilization: 19th Century to 1933 (GERM-304) German culture in its historic context of the 19th century to 1933. Study of the development of German culture and civilization as represented in literature, art, architecture, philosophy, music and film. Conducted in German. Prerequisite: Two semesters of intermediate level German or consent. **4**

German Culture and Civilization: 1933 to Present (GERM-305) German history and culture from 1933 to present. Study of the development of German culture and civilization as represented in literature, art, architecture, philosophy, music and film. Special emphasis on Germany and Austria as multicultural societies. Conducted in German. Prerequisite: Two semesters of intermediate level German or consent. **4**

Introduction to German Literature and Non-Literary Texts (GERM-311) The goal of the course is to train the students in the techniques of reading, analyzing and responding to literary and non-literary texts such as, short prose fiction, plays, films, poetry, essays, articles, biographies, etc. Short compositions in German throughout the semester constitute an essential element of the course. Conducted in German. Prerequisite: Two semesters of intermediate level German or consent. **4**

German Literature and Film (GERM-312) A close study of works by Mann, Kafka, Hesse, Boll, Grass and others. Films by directors such as Lang, Fassbinder, Herzog, von Trotta, Tykwer, Schlondorff, Wenders, Akin, Link, and others are also a focus of this course. An introduction to film theory complements this course. Prerequisite: Two semesters of intermediate level German or consent. **4**

German for Commerce (GERM-315) Advanced language course with emphasis on commercial practices, business culture and economic situation of German-speaking countries. Focus on interpersonal communication, employment opportunities using the German language, and training in the correspondence and vocabulary of commerce. Prerequisite: Two semesters of intermediate level German or consent. **4**

The Romantic Period in German (GERM-321) A study of the works of Novalis, Tieck, Brentano, Gunderrode, Eichendorff, Hoffmann, and Heine. Prerequisite: Two semesters of intermediate level German or consent. **4**

German Drama: "Enduring Themes in German Theater" (GERM-322) An introduction to German, Swiss, and Austrian of the 19th and 20th century covering literary periods and drama theory with authors including, but not limited to: Lessing, Schiller, Goethe, Lenz, Kleist, Buchner, Hebbel, Grillparzer, Hauptmann, Wedekind, Frisch, Brecht, Durrenmatt. Prerequisite: Two semesters of intermediate level German or consent. **4**

Directed Study (GERM-361) 1-4

Directed Study (GERM-362) 1-4

Independent Study (GERM-363) 1-4

Independent Study (GERM-364) 1-4

Advanced Topics in German (GERM-399) A general category used only in the evaluation of transfer credit. **1-4**

Senior Project (GERM-441) Senior German majors register for this credit with a regularly scheduled 300-level class. **1**

Senior Research (GERM-451) 4

Senior Research (GERM-452) 4

Greek

Faculty

Professor Timothy Hofmeister, Chair

Professor Timothy P. Hofmeister; Associate Professor Garrett Jacobsen; Assistant Professor Rebecca Kennedy; Academic Administrative Assistant Becky Woods

Departmental Guidelines and Goals

The Department of Classics offers courses in the languages and culture of classical antiquity. The curriculum focuses on traditional elements of classical philology in Greek and Latin, but at the same time, through the study of major classical authors and literary genres, students are introduced to the intellectual, social, and cultural milieu of classical antiquity. As a discipline with a long tradition in the liberal arts, we encourage interdisciplinary approaches to understanding, and we emphasize the development of analytical skills applicable in universal situations. From the Homeric world of gods and heroes to the politics and society of Imperial Rome, students become engaged with a civilization both familiar and alien, as they confront the continuities and discontinuities of western society. The department offers majors and minors in ancient Greek (GRK), Latin (LAT), and in Classics (CLAS).

BA Degree in Greek

The major in ancient Greek (GRK) provides students with the skills and knowledge to read a variety of authors and genres, from Homeric Greek to the 'koine' of the New Testament. In addition to elementary and intermediate ancient Greek courses that may fulfill the General Education requirement in Foreign Languages, the curriculum focuses on the major authors and genres of ancient Greek literature, especially those of fifth century and fourth century BCE Athens. The 300 level seminars include the study of literature as a lens for understanding Hellenic culture, incorporating the concepts and methods of modern critical theory. The major in Greek will enable students to pursue post-undergraduate study in ancient Greek. However, those who are interested in a doctoral degree in Classics should be aware that undergraduate preparation must include the study of Latin beyond the elementary and intermediate levels. To major in ancient Greek, students must complete 24 credits in ancient Greek (GRK), 8 credits in Latin (LAT), 4 credits of either CLAS 201 or CLAS 301 (a topic related to Ancient Greece), a minimum of 4 credits of Senior Research (GRK 451-452), and the 1 credit Senior Classics Symposium (CLAS 440), including the Senior Comprehensive Examination.

Minor in Greek

To minor in ancient Greek, students must complete 20 credits in ancient Greek (GRK), and 4 credits of either CLAS 201 or CLAS 301 (a topic related to Ancient Greece)

Senior Classics Symposium (CLAS 440) and Comprehensive Examination

The Department of Classics requires all majors (GRK, LAT, or CLAS) to pass a Senior Comprehensive Examination. This is a written and oral examination administered by the staff of the department, and it is completed in conjunction with the Senior Classics Symposium (CLAS 440). In preparation for the examination students will meet in a seminar taught by the staff, completing a syllabus of readings as the basis for a comprehensive examination on the literature, history, and culture of classical antiquity. This examination will also include a translation section, individualized according to each student's major language (GRK or LAT) or languages (CLAS). Students will also share the progress and results of Senior Research projects within the Senior Classics Symposium.

Course Offerings

Elementary Greek (GRK-111) An introduction to the fundamental morphology and syntax of ancient Greek. Exercises in grammar and translation are based primarily upon quotations from Greek literature and the New Testament. No prerequisites. (Offered Fall only) **4**

Intermediate Greek (GRK-112) Advanced study of ancient Greek grammar and language. Emphasis is given to the development of translation skills by reading extended passages of Greek. Prerequisite: GRK 111. (Offered Spring only) **4**

Introductory Topics in Greek (GRK-199) A general category used only in the evaluation of transfer credit. **1-4**

Greek Prose & Poetry (GRK-211) Readings from ancient Greek. Selections range from Homer to the New Testament. Prerequisite: GRK 112 or consent of instructor. (Offered Fall only) **4**

Greek Orators (GRK-301) Selections from the speeches of Lysias and Demosthenes. Special attention is paid to the social and historical context of persuasion in ancient Greece. Prerequisites: GRK 211, previous enrollment in Greek 300-level, or consent of instructor. **4**

Greek Comedy (GRK-302) Selected plays of Aristophanes and Menander. This course considers the context of performance of Old and New Comedy, the changing historical background, and the evolution of the audience in Athens. Prerequisites: GRK 211, previous enrollment in Greek 300-level, or consent of instructor. **4**

Greek Historians (GRK-311) Study of the works of Herodotus and Thucydides. Both are read as examples of Greek historiography and as sources for Greek history. Prerequisites: GRK 211, previous enrollment in Greek 300-level, or consent of instructor. **4**

Greek Elegiac and Lyric Poetry (GRK-312) Readings from the body of extant Greek elegy and lyric. Emphasis is on the context of oral performance of early Greek poetry. Prerequisites: GRK 211, previous enrollment in Greek 300-level, or consent of instructor. **4**

Greek Epic (GRK-321) Study of either the Iliad or Odyssey of Homer. Some attention will also be given to the subsequent development of the epic poem within Western literary tradition. Prerequisites: GRK 211, previous enrollment in Greek 300-level, or consent of instructor. **4**

Greek Tragedy (GRK-322) A careful reading of one play by each of the three great tragic poets: Aeschylus, Sophocles, and Euripides. Prerequisites: GRK 211, previous enrollment in Greek 300-level, or consent of instructor. **4**

Plato (GRK-331) Study of a major dialogue. The focus will be on the philosophical argument of the text, with additional consideration of Plato as literary artist. Prerequisites: GRK 211, previous enrollment in Greek 300-level, or consent of instructor. **4**

Readings in the New Testament (GRK-332) Reading of one book of the Gospels or The Revelation of John. Prerequisites: GRK 211, previous enrollment in Greek 300-level, or consent of instructor. **4**

Topics in Greek Language and Literature (GRK-341) An examination of a particular genre, theme, or topic in the language and literature of ancient Greek. For example, "Sophists, Signs, and Saviors." Prerequisites: GRK 211, previous enrollment in Greek 300-level, or consent of instructor. **4**

Directed Study (GRK-361) Prerequisite: GRK 211 or consent of instructor. **1-4**

Directed Study (GRK-362) Prerequisite: GRK 211 or consent of instructor. **1-4**

Independent Study (GRK-363) Prerequisite: GRK 211 or consent of instructor. **1-4**

Independent Study (GRK-364) Prerequisite: GRK 211 or consent of instructor. **1-4**

Senior Research (GRK-451) **4**

Senior Research (GRK-452) **4**

History

Faculty

Associate Professor Adam J. Davis, Chair

Professors Barry C. Keenan, Dale T. Knobel, Mitchell Snay; Associate Professors Adam J. Davis, Catherine L. Dollard, Frank T. Proctor, Karen Spierling; Assistant Professors Lauren Araiza, Nilay Ozok-Gundogan, Megan Threlkeld; Instructor Joanna Tague; Academic Administrative Assistant Becky Woods

Departmental Guidelines and Goals

The Department of History seeks to develop in its students an appreciation for the richness, diversity and complexities of human history. In the course of their studies, students are exposed to a wide range of different historical periods and geographic regions, including courses on the history of America, Latin America, Europe, Africa, the Middle East, and Asia. The requirements of the major and minor ensure that students are exposed to a broad spectrum of human historical experience, including the history of peoples whose cultures, experiences, and *mentalités* are substantially different from their own. The department also offers students various opportunities to explore particular historical problems or questions in depth and engage in original historical research. Thus, the department endeavors not only to help students further develop their analytical and rhetorical abilities, but to formulate historically informed arguments. Students also have the opportunity to reflect on history as a discipline and the nature and uses of historical evidence in seminars on methodology, practice, and theory.

The department encourages a close working relationship between students and faculty in both introductory survey courses and advanced seminars. We also hold regular lunches as a way of bringing students and faculty together in an informal setting, while the History Forum provides a formal opportunity for faculty members to share their research with colleagues and students. The Phi Alpha Theta history honorary society is active in organizing meetings, hosting film nights, and facilitating contacts between majors.

History Major

Students who major in history should select an advisor in the department. This person will be best prepared to assist students in meeting major requirements and assessing the relationship between their work in history and their future life and career goals.

The department requires 36 hours (or nine courses) distributed to ensure both breadth and depth in the major. The major requirements are discussed in greater detail below and must be fulfilled as follows:

- Two Required Courses: History 290 and Senior Experience
- Three Area requirements (met by most 100 & 200 level courses)
- Three Upper level seminars, at least one of which contains a research component
- One Elective in History

Required Courses: Two courses in the history major are specifically required:

- HIST-290: Doing History 290 is a methods course which should be taken upon declaring a history major, preferably in the sophomore year and no later than the first semester of the junior year.
- Senior Experience: This is fulfilled in the senior year by taking either: HIST 430 Senior Seminar or HIST 451/452 Two-semester Senior Research.

Area Requirements: To ensure that students engage diverse fields of history, the department requires that each major complete one introductory course at the 100 or 200 level (excluding Hist-290) in three of the following geographic areas: Europe, the United States, the Atlantic World, Africa, the Middle East, East Asia, and Latin America. One of these courses must focus on history prior to 1800 (pre-modern). One of these three courses must cover the West and one must cover the World.

Upper-Level Seminars: Majors are required to take three advanced courses at the 300 level, one of which must be a research seminar. Research seminars will be indicated by special notation at the time of course registration. The upper division course with the research component must be completed prior to enrolling in History 430: Senior Seminar or conducting senior or honors research in history.

Advanced Placement history courses for which the student has earned a 4 or 5 may not be used to meet the requirements of the major, but do count as credits towards graduation from Denison.

A working knowledge of a foreign language is desirable for all majors; those planning on graduate work in history should start a second language if possible. (Graduate schools usually require a reading knowledge of at least two languages. Requirements vary depending upon the area of study and research interests of the candidate. Suitable language choices should be made in consultation with your history advisor.)

History Minor

The department requires a minimum of 24 hours (or six courses) of work in history for a minor. Students must complete three area requirements as defined for the major, History 290-Doing History, and one 300 level course.

Course Offerings

Survey in Pre-Modern Europe (HIST-101) Survey overview of European History, with coverage ranging from late antiquity through the Enlightenment. **4**

Late Antiquity (HIST-102) A survey of the culture, thought, politics, religion, economics, and society of the late antique world. This course will examine the Mediterranean world and northern Europe from the late Roman Empire (200 CE) to the Christianization of Iceland (c1000 CE), integrating the history of Western Christendom, Byzantium, and the early Islamic world. **4**

The Origins of Europe: Medieval Society (HIST-103) A survey course on European civilization during the high and later Middle Ages, 1000-1453. Topics will include urbanization, religious and social reform, popular devotion, the crusades, scholasticism and universities, the rise of monarchies, the institutionalization of the Catholic Church, art and architecture, and the Black Death. **4**

Early Modern Europe (HIST-104) A survey of the political, religious, social, cultural, and intellectual developments in European history from the 1400s to the late 1700s. Topics will include European expansion, the Reformation and Wars of Religion, the Scientific Revolution, absolute and constitutional monarchies, the Enlightenment, and the anti-slavery movement. **4**

Modern Europe (HIST-111) A survey course on the history of Europe from the Enlightenment to the present which examines the major forces and dominant ideologies of the modern Western world. Topics include the industrial revolution, war, revolution and counter-revolution, nationalism, the development of European social movements, and the struggle between freedom and order. **4**

American History to 1865 (HIST-121) A survey of the American past from the Revolution through the Civil War. **4**

American History since 1865 (HIST-122) A survey of U.S. history from Reconstruction after the Civil War to the present day. **4**

Traditional East Asian Civilization (HIST-141) The civilization of China, Japan and Korea from classical times to 1600 C.E. Themes include: the earliest Chinese schools of social and political thought; the genius of political and economic organization which contributed to the unusual longevity of Chinese dynastic institutions; the Japanese adaptation of Confucian and Buddhist practices in different eras; the unique development of Japan's unified feudalism; the Korean development of Neo-Confucianism. **4**

Modern East Asian Civilization (HIST-142) Beginning from an insider's view of how both prince and peasant saw the world around them before the encroachment of the West, this course analyzes the modern transformation of East Asia. Topics include: the conflict of Sinocentrism with modern nationalism in the Chinese revolution, the Japanese road to Pearl Harbor, and the colonization of Vietnam and Korea. **4**

Islamic History before 1800 (HIST-151) A survey of the history of the Islamic World from the rise of Islam to the 1800's. Beginning with the revelation of Islam and the emergence of the first Islamic Empire in the seventh century A.D., the course will examine the formation and development of Islamic Societies through a study of religion, political theory and practice, social structure, art, literature and the sciences. **4**

The Modern Middle East (HIST-152) This course examines the transformation of the Middle East in the 19th and 20th centuries. It will cover such topics as political reform, integration into the world economy, changing role of religion, debates about women and gender, the rise of nationalism and recent political struggles such as the Palestinian-Israeli conflict. **4**

Pre-Colonial Africa (HIST-171) This survey course will introduce students to the history of Africa from the earliest times to 1880 - also known as pre-colonial African history. Though the focus is on Africa south of the Sahara, North Africa will be featured from time to time. Topics include the earliest human settlements in Africa, empires and kingdoms in East, West, and Southern Africa, Islam and Christianity in Africa, slavery, and the partitioning of the continent by powers in the mid 1800s. **4**

The History of Africa Since 1880 (HIST-172) This course examines myths about Africa, the history of colonialism on the continent in the 19th and 20th centuries, the rise of primary resistances to colonialism in the late 1800s and early 1900s, and how this fed the secondary and tertiary resistance movements from the 1930s through to the 1990s when the apartheid regime collapsed in South Africa. Through close readings of the historiography, students will grapple with the history of colonialism and the postcolonial era in Sub Saharan Africa. **4**

Colonial Latin America (HIST-181) A survey course on Latin America from Conquest through Independence. Topics include exploration of: 1) how Spain and Portugal conquered and colonized the Americas, 2) how they managed to maintain control over those colonies, 3) how the colonized (Indians, Africans, and mixed races) responded to the imposition of colonial rule, 4) the role of women and gender in colonial settings, and 5) the implications of colonialism for the study of modern Latin America. **4**

Modern Latin America (HIST-182) A survey course on Latin America from Independence to the present focused on attempts to construct polities based on nation states and the evolution of capitalist economies; and, how social movements both reflected and drove these two major transformations. Topics include the social implications of various models of economic development; issues resulting from economic ties to wealthy countries; changing ethnic, gender, and class relations; and, the diverse efforts of Latin Americans to construct stable and equitable socio-political systems. **4**

The Atlantic World (HIST-191) The processes initiated by Christopher Columbus's voyage in 1492 brought four continents and three "races" into interaction where there had been little or no communication. Those contacts, in many ways, profoundly shaped the world in which we live today. Drawing together the histories of Europe, Africa, and the Americas, this course explores the origins, development, and meanings of this new Atlantic World. Topics will include imperial expansion and colonization, the Colombian Exchange, European-Amerindian relations, slavery and the trans-Atlantic slave trade, the establishment of an Atlantic capitalist economy, and the struggles for autonomy and national independence in Euro-American societies. **4**

Introductory Topics in History (HIST-199) A general category used only in the evaluation of transfer credit. **1-4**

Studies in Pre-Modern European History (HIST-200) Intensive study of selected periods or topics in Ancient, Medieval, or Early Modern History at the intermediate level. May be taken more than once. **4**

Renaissance Italy (HIST-205) An examination of the political, social, cultural, and intellectual developments in Italy during the Renaissance. Topics will include the politics of the Italian city-states, mercantile culture, humanism, religious life, art and architecture, patronage, the impact of print, and diplomacy and war. **4**

The Scientific Revolution and 'Enlightenment': Knowledge and Power in Early Modern Europe (HIST-206) The seventeenth and eighteenth centuries in Western Europe were a period when traditional ideas and new ways of thinking about the world clashed with each other in many different ways, from the trial of Galileo in the 1630s to discussions of women's rights in the late 1700s. This course examines the social, political, and intellectual contexts of the Scientific Revolution and Enlightenment in order to better understand how the ideas of these periods emerged, how they were received by political and religious officials as well as by the general population, and what were some of the key impacts of these movements on Europeans' worldviews and understandings of their own societies. **4**

Studies in Modern European History (HIST-210) Intensive study of selected periods or topics in Modern European History at the intermediate level. May be taken more than once. **4**

Modern Germany (HIST-216) This course examines German history from the events leading up to the unification of the German state in 1871 through reunification in 1990. The course focuses on the shifting constructions of German national identity through 19th century expansion, defeat in two world wars, the Weimar and Nazi eras and Cold War division. **4**

Studies in American History (HIST-220) Intensive study of selected periods or topics in American History at the intermediate level. May be taken more than once. **4**

Women in United States History (HIST-223) This course surveys the history of women in the United States from 1848 to the present. We will explore the lived experiences of many different kinds of women and analyze the ways in which other categories of identity -- race, ethnicity, nationality, class, sexual orientation, age, etc -- affect those experiences. We will also explore the development of feminist consciousness among U.S. women, and analyze attempts to expand that consciousness both nationally and globally. Cross-listed with WMST 223. (Spring) **4**

A History of the American South (HIST-224) This course will cover selected topics in Southern history from the establishment of the Southern colonies in the 17th century to the civil rights struggle of the 1960s. It will explore the basic economic, social and political facets of Southern history, as well as such specific issues as race relations and the Southern literary imagination. Throughout the course, an attempt will be made to define the factors that made the South such a distinctive and important region in American history. **4**

African American History (HIST-225) This course will examine the history of African-Americans in the United States from 1619 to the present with an emphasis on the processes by which African-Americans adjusted to and resisted their conditions. Topics will include African heritage, slavery, Civil War and Reconstruction, Jim Crow, wartime experiences, the shift to urban life, the Civil Rights and Black Power Movements, the rise of Hip Hop, and contemporary issues. (Fall Semester) **4**

The United States and the World since 1890 (HIST-226) The purpose of this course is to compel students to think critically about the role of the United States in the world. We will trace the history of U.S. engagement with the world since 1890 - including foreign policies, economic policies, wars, trade relations, cultural exchanges, travel and tourism, etc. Students will be introduced to some of the more traditional dichotomies of diplomatic history, such as idealism versus realism, exceptionalism versus universalism, and unilateralism versus multilateralism. We will also be exploring innovative approaches to international relations history, especially those that weave class, race, culture, and gender into historical narratives of U.S. foreign relations. **4**

Studies in East Asian History (HIST-240) Intensive study of selected periods or topics in East Asian History at the intermediate level. May be taken more than once. **4**

The Mandate of Heaven in Classical China (HIST-241) Classical China left two legacies of lasting importance: a political system that maintained the same tradition for the next two thousand years, and the Confucian ethical system that spread to Korea, Japan, and Vietnam. The course begins with the origins of Chinese history and moves through the first Empire from 220 B.C.E. to 220 C.E. **4**

Studies in Middle Eastern History (HIST-250) Intensive study of selected periods or topics in Middle Eastern History at the intermediate level. May be taken more than once. **4**

Studies in African History (HIST-270) Intensive study of selected periods or topics in African History at the intermediate level. May be taken more than once. **4**

Southern African History (HIST-271) This course grapples with a basic but fundamental question that has been at the heart of much scholarship on Africa: how is southern Africa's history distinct from the history of the rest of the African continent? To address this issue, this course takes a sweeping approach, covering major developments in southern Africa from the mid-17th century through the era of formal colonization and subsequent independence. We will be particularly interested in exploring the foundations and growth of a racial order in southern Africa, and more broadly examining the role that race has played in this region through the colonial and postcolonial eras. Major themes will include cultural contacts between Africans and non-Africans; the slave trade and its consequences; Shaka and myths surrounding the Zulu Empire; economic transformations in the colonial era; and the struggle for independence in different southern African countries. **4**

Studies in Latin American History (HIST-280) Intensive study of selected periods or topics in Latin American History at the intermediate level. May be taken more than once. **4**

Doing History (HIST-290) This proseminar serves as an introduction to the study of history. Each seminar will focus on a special field, theme, or topic, but all students will be introduced to certain critical skills of historical analysis, distinctive approaches, schools, or methods of historical writing and the nature of historical synthesis. **4**

Studies in Comparative History (HIST-291) Intensive study of selected periods or topics in Comparative History at the intermediate level. May be taken more than once. **4**

Intermediate Courses in History (HIST-299) A general category used only in the evaluation of transfer credit. **1-4**

Advanced Studies in Pre-Modern European History (HIST-300) Intensive study of selected periods or topics in Ancient, Medieval, or Early Modern History at the advanced level. May be taken more than once. **4**

The Crusades (HIST-301) A seminar that studies the crusading movement from different contemporary perspectives: crusader, eastern Christian, Muslim, and Jewish. The course examines some of the approaches that historians have taken to studying the crusades and the interpretive challenges they face. Topics include: who the crusaders were and what inspired them; how the ideas and practices of crusading were extended from the Levant to the Iberian peninsula, Constantinople, the Baltic, and even to those within Europe who were considered heretics and enemies; and how the Crusades have been understood in the modern world. **4**

The Renaissance and Reformation of the 12th Century (HIST-303) An intensive research seminar that considers both the ecclesiastical reforms and cultural and intellectual revival that marked the "long twelfth century" in Western Europe. Topics include ecclesiastical reform, medieval humanism, theologians and philosophers, mysticism, the discovery of the individual, the reception of Aristotle, the revival of Roman law, Gothic architecture, and the rise of the universities. **4**

Jews and Christians in the Middle Ages (HIST-305) A seminar that examines the relationship between Jews and Christians in medieval Europe. Through a wide range of primary sources, written by medieval Christians and Jews, we will attempt to reconstruct how Christians and Jews imagined each other and what motivated them to act in the way that they did. We will examine some of the contexts for Jewish-Christian interaction and will explore the interdependence of Jews and Christians, economically, politically, and psychologically. Topics will include the medieval church and Jews, the legal status of Jews in the medieval state, economic roles, biblical exegesis, forced disputation, conversion, the crusades, accusations of host desecration and ritual murder, and expulsion. **4**

The Reformation (HIST-306) The Protestant and Catholic Reformations were major movements in early modern Europe with far-reaching effects still felt globally today. In the sixteenth century, religious arguments interacted with political concerns, economic fluctuations, and social tensions to transform European states and societies. In 1500, the idea of a unified European Christendom, though imperfect, could still be defended. By the beginning of the seventeenth century, while Europeans as a group still believed in God, the influence of the Roman Church and of the Christianity more generally had begun to change. This course examines the religious ideas and arguments that burgeoned in the sixteenth century, the social and political contexts in which they developed, and the transformations in European society, culture and religious practices that resulted. Course materials focus especially on examining the relationships between ideas and actions/practices in order to understand the wide-ranging social impacts of the religious changes during the Reformation. **4**

Advanced Studies in Modern European History (HIST-310) Intensive study of selected periods or topics in Modern European History at the advanced level. May be taken more than once. **4**

Europe at Its Zenith (HIST-312) This course explores the relationships between culture, society, economics, and politics in Europe between 1870 and 1914, an era of European global dominance. **4**

Origins and History of World War I (HIST-313) An examination of the causes and conduct of The Great War. The course addresses diplomatic and political events that led to the war and studies the military evolution of the war. The course also focuses extensively on the cultural mood before, during, and after the war. **4**

Origins and History of World War II (HIST-314) An examination of the causes and conduct of the Second World War, this course explores key features of the military history of the war as well as archetypal human experiences during this period of global, total war. **4**

The Rise and Fall of Nazi Germany (HIST-315) This course examines the origins, nature, and consequences of the National Socialist movement and state in the context of modern German history. **4**

Ethnicity and Nationalism in Central and Eastern Europe (HIST-316) This course explores the complex relationship of ethnic and national identity in Central and Eastern Europe from World War II to the present. This region experienced a tumultuous history during this time period, afflicted by war, occupation, dictatorship, and the displacement of populations. The late twentieth-century also witnessed a period of revolution and was at the centerpiece of the demise of the Cold War. In this context, questions of national belonging loomed large. Ethnicity played and continues to play a central role in the development of nationalism and historical memory. This course explores the experience and meaning of ethnicity in the context of shifting political realities and national contexts. Course topics include the impact of World War II on Central and Eastern European ethnic groups, the experience of ethnic minorities in USSR-dominated Cold War Europe, late twentieth-century revolutions in the region, and the dissolution of Yugoslavia. **4**

Advanced Studies in Early American History (HIST-320) Intensive study of selected periods or topics in Early American History at the advanced level. May be taken more than once. **4**

Colonial America (HIST-321) A study of the economic, social, and political aspects of American History during the 17th and 18th centuries. **4**

The Revolutionary Transformation of America: 1763-1800 (HIST-322) A comprehensive study of the political philosophy, constitutional development, revolutionary excitement and military events of the American Revolution. **4**

The Age of Jefferson: The United States, 1800-1828 (HIST-323) The United States as both a nation and a political state was forged during the two decades following the American Revolution. The foundations of the federal government were established during the 1790s and under the Republican administrations of Jefferson and Madison. Facing serious diplomatic challenges, the United States began to establish itself in the international community. The era also witnessed fundamental changes in racial, ethnic, and gender relations within American society. The course will offer a close examination of this pivotal period in American history. **4**

The Age of Jackson: The United States, 1828-1848 (HIST-324) The early decades of the 19th century witnessed fundamental structural changes in the economy, society, and politics of the United States. This course will examine the consequences of this rapid growth. It will trace the evolution of capitalism, the rise of a middle class culture, the development of a two-party political system, and the national quest for self-identity and unity. **4**

The Civil War and Reconstruction: The United States, 1848-1877 (HIST-325) An exploration of the causes and consequences of the Civil War. The course will examine such topics as the breakdown of the political process in the 1850s, the secession crisis, the transformation of Northern and Southern societies during wartime, and the African-American experience of emancipation. **4**

American Intellectual History to 1865 (HIST-326) An exploration of American philosophy, literature, religion, and social and political theory from the seventeenth century through the Civil War. The course examines the underlying themes manifested throughout these different expressions of culture. Attention will be given to several themes such as the split between the genteel and vernacular traditions. **4**

Advanced Studies in American History (HIST-330) Intensive study of selected period or topics in American History at the advanced level. May be taken more than once. **4**

The United States in the Progressive Era (HIST-331) This course examines the political, economic, social, and cultural history of the Progressive Era in the United States (1890s-1920s). Topics include: responses to industrialization, varieties of reform, popular political participation, racism and segregation, and U.S. foreign policy. **4**

Dancing in the Street: African-American Urban History (HIST-335) This course explores the history of the African-American urban experience. In the mid-18th century, the African-American community began to transition from a rural to an urban population. By the mid-20th century, African-Americans had become an overwhelmingly urban group. The course examines the process of the rural-to-urban transformation of African-Americans and the ways in which they have confronted, resisted, and adjusted to urban conditions of housing, employment, education, culture, and public space. **4**

The Civil Rights Movement (HIST-336) This seminar will examine the struggle for African-American equality from the 1930s to 1970. The course will begin with the origins of the Civil Rights Movement during the New Deal and World War II. We will then explore the key campaigns, figures, organizations, and guiding themes of the Movement. Special attention will be paid to the processes by which grassroots activism forced responses from the federal, state, and local governments. **4**

The History of Black Power: From Marcus Garvey to Chuck D (HIST-337) This course explores the history of the ideology of Black Power and its various dimensions and incarnations from its origins in the early 20th century to its significance in the present. Topics to be addressed may include, but are not limited to: definitions of Black Power, applications of this ideology to politics and economics, artistic aesthetics, gender dynamics, key figures and organizations, current manifestations, meanings for the African-American community, and reactions from the larger American society. **4**

Advanced Studies in East Asian History (HIST-340) Intensive study of selected periods or topics in East Asian History at the advanced level. May be taken more than once. **4**

The Confucian Classics (HIST-341) An examination of the basic Confucian texts of the East Asian cultural tradition that define the distinctive traits of what makes us human, and what norms define healthy and happy human relations. We shall read the Four Books of the Neo-Confucian tradition. In plumbing the subtleties of these texts we shall replicate the learning techniques employed in classical Confucian academies. Research essays concluding the course may focus on a Confucian thinker or concept in the Chinese, Korean, Japanese, or Vietnamese cultural traditions of East Asia. (Not offered 2011-2012) **4**

Cold War in East Asia (HIST-348) Japan's military occupation of most of Pacific Asia halted with Japan's unconditional surrender in 1945. Indigenous nationalism naturally emerged in each country or region Japan had occupied: China, Korea, Vietnam, Indonesia, and the Philippines. In many countries the post-colonial hatred of outside domination was the greatest force at play. The freezing winds of the Cold War generated by the United States and the USSR had to find support within this nationalist anger. The course will end with a look at today's post-Cold War trade networks in East Asia that are less dependent on Japan and its inseparable ally, the United States. **4**

Advanced Studies in Middle Eastern History (HIST-350) Intensive study of selected periods or topics in Middle Eastern History at the advanced level. May be taken more than once. **4**

Directed Study (HIST-361) 1-4

Directed Study (HIST-362) 1-4

Independent Study (HIST-363) 1-4

Independent Study (HIST-364) 1-4

Advanced Studies in African History (HIST-370) Intensive study of selected periods or topics in African History at the advanced level. May be taken more than once. **4**

Advanced Studies in Latin American History (HIST-380) Intensive study of selected periods or topics in Latin America History at the advanced level. May be taken more than once. **4**

Sex and Sexuality in Latin America (HIST-383) This course critically examines of gender and sexuality in Latin America. Particularly it will explore the various attempts by the ruling elite to define acceptable and deviant gender roles and sexual identities, how the non-elite resisted the imposition of those elite notions of propriety to create their own codes of conduct, and how those conflicts have changed over time. Cross-listed with WMST 383. **4**

Race and Ethnicity in Latin America (HIST-384) This course critically examines the history of the social construction of race and ethnicity in Latin America. In it, we will explore how historians have employed race and ethnicity as methodological categories in order to elucidate the histories of Latin America from the pre-Hispanic era through the modern period. Particularly we will focus on the various attempts by the ruling elite to deploy race in the ordering of society; and, how the non-elite resisted the imposition of those elite conceptions of racial and ethnic hierarchies to create their own codes of conduct, and how those conflicts have changed over time. **4**

Advanced Studies in Comparative History (HIST-390) Intensive study of selected periods or topics in Comparative History at the advanced level. May be taken more than once. **4**

Comparative Slavery in the Americas (HIST-391) For many, the history of slavery is synonymous with the United States South. But slavery was not limited to the US and by approaching slavery from a comparative perspective, we will deepen our understanding of slavery as an institution, slaves as historical actors, and therefore the legacies of slavery throughout the Americas. We will explore regional differences within slaves' opportunities to form families, to create cultures, to rebel, and to labor for their own benefits; as well as the interactions of African cultural visions and Christianity. **4**

Comparative Imperialisms (HIST-395) This course centers on a comparison of British colonial rule in India and the United States involvement in Latin America. We will explore the construction of hegemonic relationships among nations, focusing particularly on the role of racial and gendered ideologies. We will analyze the definition of "empire," and discuss whether such a label applies to the United States - not only with regard to Latin America, but in its global affairs generally. **4**

Women, Sex, and Power in the Modern World (HIST-396) This course focuses on histories of women around the world since the eighteenth century in order to examine the various ways in which women have struggled first to claim and then to maintain power over their bodies and experiences. The course analyzes sources that speak to women's efforts to assert political, economic, cultural, and personal power in society and in their own lives. Topics include a study of the development of organized women's movements in the nineteenth and twentieth centuries and an examination of the extent to which women have been successful in building coalitions to achieve power. The course also examines the role of other categories of identity in these struggles for power, including race, class, nationality, sexual orientation, and religion. Cross-listed with WMST 396. (Spring) **4**

Advanced Topics in History (HIST-399) A general category used only in the evaluation of transfer credit. **1-4**

Senior Seminar (HIST-430) Required of senior history majors. The senior seminar will provide students with a significant research experience culminating in the writing of a substantial research paper and the public presentation of their work. **4**

Senior Research (HIST-451) Research in selected topics of History. **4**

Senior Research (HIST-452) Research in selected topics in History. **4**

Interdepartmental

Course Offerings

Special Topics (INTD-150) 1-4

Homestead Seminar (INTD-250) The Homestead Seminar is a course for Homestead residents and for students who are interested in the Homestead's mission and it methods of sustainable power, agriculture, and community. The seminar has two parts: students must attend and participate in the regularly scheduled sessions and colloquia, and students must propose and complete a project related to the Homestead's mission and operations. Non-Homestead residents must apply to the Homestead seminar teacher to be admitted. **1**

Intermediate Topics in Interdepartmental (INTD-299) 1-4

Directed Study (INTD-361) .3-4

Directed Study (INTD-362) 1-4

Independent Study (INTD-363) 1-4

Independent Study (INTD-364) 1-4

Senior Research (INTD-451) 4

Senior Research (INTD-452) 4

International Studies

Committee

Veerendra Lele. Director

Gary Baker (Modern Languages). Brenda Boyle (English). John Cort (Religion) on leave 2012-13. Katy Crossley-Frolick (Political Science). John Davis (Sociology/Anthropology). Susan Diduk (Sociology/Anthropology) Quentin Duroy (Economics). Veronica Gonzalez-Lopez (Spanish). Alina Haliliuc (Communication). Fadhel Kaboub (Economics). Sangeet Kumar (Communication). Andrew Law (Off-Campus Study). Veerendra Lele (Sociology/Anthropology). Jeehyun Lim (English). Diana Mafe (English) on leave Spring 2013. Damien Mahiet (Music) on leave 2012-13. Isis Nusair (International Studies and Women's Studies). Jim Pletcher (Political Science). Taku Suzuki (International Studies). Peggy Wang (Art History). Ping Yang (Communication): Academic Administrative Assistant Truet McDowell

Departmental Guidelines and Goals

International Studies is a double major open to students who are also completing a second major in any of the disciplinary or programmatic majors offered at Denison. Students cannot major in International Studies as a single major. Students wanting to major in International Studies are encouraged to articulate a synergistic relationship between their other major and their program of study in International Studies. A double major in International Studies exposes students to frameworks that highlight connectedness on a global level in terms that are broadly historical and geographical. It also focuses on transnational processes involving, among other things, political regimes, cultural formations and economic relations.

International Studies Major

The general requirements for a major in International Studies are:

I. Three core courses in International Studies. These courses are taught by different members of the international studies faculty and should be taken in sequence with the Senior Capstone seminar taken in fall semester of the senior year. Students who are considering majoring in International Studies are strongly encouraged to take the section of INTL-200 entitled "Themes in International Studies," which is offered in the spring semester.

II. Two foundation courses in theories and methodologies associated with the dominant paradigms of international studies: political economy and approaches to culture. Courses that fulfill this requirement are offered in numerous departments and programs. The list of courses is updated each semester and is distributed regularly by the International Studies Program. The list is also available on the International Studies home page.

III. Four courses organized into a thematic concentration. Concentrations are meant to be a focal point of a student's curricular plan, an area of scholarly interest where students seek more in-depth study. Individual students define a coherent thematic focus in terms of their own specific interests in consultation with an International Studies faculty advisor. The four courses selected for the concentration are drawn from regular departmental and programmatic course offerings. The courses selected should reflect the interdisciplinary nature of the International Studies Program. Students may include one on-campus independent study and up to two courses from an off-campus study program (subject to approval by the International Studies Committee and the Registrar).

IV. One year of language training beyond the old General Education requirement. Where possible, language training should be consistent with the student's concentration and his or her off-campus experience. In most cases this additional year will be in the same language as that used to fulfill the General Education requirement, unless otherwise justified (e.g., in special cases where the concentration might warrant studying another language).

V. Off-campus study experience that is relevant to the student's course of study. The off-campus experience can involve an approved off-campus study program, an internship related to International Studies or a Denison course that has a significant (at least 4 weeks) off-campus component. The off-campus experience should carry academic credit.

VI. Students must declare their intention to major in International Studies in the second semester of their sophomore year. At that time, students submit a proposal in which they discuss the goals of their overall academic program, the linkages between their two majors, a curricular plan for both majors, their concentration in International Studies and their plans for off-campus study. The proposal must be based on discussions between the student and his or her International Studies academic advisors. The International Studies faculty committee must approve the proposal.

A total of three (3) courses may be double counted with the student's other major; of these, no more than two (2) of the concentration courses may be double counted.

Course Offerings

Introduction to International Studies: The Making of the Modern World (INTL-100) Introduction to themes, concepts and approaches to International Studies from an interdisciplinary perspective. The course explores key concepts of modernity in the context of specific cultural, political, and economic experiences within a historical framework. This course must be taken before the end of the sophomore year. **4**

Dilemmas in the International System (INTL-200) This course explores in specific, contextualized terms, particular dilemmas associated with increased linkages, interdependence and connection in the global system. Some of the dilemmas are reconstituted versions of historical problems involving competing claims to territory, human rights, war, over-population, migration, and global hunger. But other problems such as cultural imperialism, environmental degradation, and north-south conflict over "development" issues are intrinsic to the present period. The specific topic or dilemma addressed will vary according to the interest of the faculty member teaching the course. **4**

Intermediate Topics in International Studies (INTL-299) A general category used only in the evaluation of transfer credit. **1-4**

Directed Study (INTL-361) Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. Written consent. **1-4**

Directed Study (INTL-362) Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. Written consent. **1-4**

Independent Study (INTL-363) Written consent. **1-4**

Independent Study (INTL-364) Written consent. **1-4**

Senior Capstone Seminar (INTL-400) This seminar integrates the three core courses, the four concentration courses, the off-campus experience, the language training, and the other major into a culminating research project. It focuses on theoretical tools, frameworks and methodologies in International Studies. This seminar emphasizes the development of independent research skills and scholarly writing in connection with a research project based on individual students' interests. **4**

Senior Research (INTL-451) **4**

Senior Research (INTL-452) **4**

Japanese

Faculty

Professor Xinda Lian, Chair

Associate Professor Michael Tangeman; Assistant Professor Minggang Li; Academic Administrative Assistant Liz Barringer-Smith

Departmental Guidelines and Goals

Educated people spend their lives trying to grow in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning a foreign language contributes to our education by providing an intimate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be human. Furthermore, foreign-language courses allow entry into the subjectivity of the target language on its own cultural and linguistic grounds, thus making possible a different and more profound redefinition of our own culture.

Our basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the eventual mastery of a foreign language. When students take full advantage of that opportunity, they can use the target language in subsequent courses dealing with the foreign culture. The Department emphasizes the use of a foreign language in most of its courses because it believes that students can best appreciate a foreign culture from within its own mode of expression.

With a view toward career opportunities, the Department encourages integrating foreign language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, political science, and English. Courses in cultural studies and literature, aside from their intrinsic worth, also present multiple perspectives on other cultures and various areas of intellectual experience.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the Department and the Office of Off-Campus Studies (see Off-Campus Programs). On-campus opportunities to improve their command of the language are provided by the Language and

Culture Program, language tables, foreign films, club meetings, and similar activities sponsored by the Department. There are as well subsidized field trips to museums and pertinent activities in cities across the country, and in some cases foreign countries.

Additional Points of Interest

General Departmental Regulations Students wishing to fulfill the basic requirement in language by continuing the one begun in secondary school will find it advantageous to begin their course work in the first year. The Department of Modern Languages strongly recommends that students complete their language requirement by the end of their sophomore year.

The Language Lab An important asset of the department is the Language Lab with its 27 Macs, zone-free DVD player, multi-standard VCR and document camera. The Lab provides support for learning activities outside and inside the classroom, ranging from grammar drills to research and collaborative writing projects, as well as discussions on authentic materials published on the Internet. The area is designed not only for individualized instruction but also for group work and small seminars that use a variety of digital materials for class discussion.

Cultural Enrichment Each semester the Department offers students exceptional opportunities for cultural enrichment in foreign languages. These opportunities include, for example, off-campus trips to target-culture plays, movies and performances, as well as campus visits by native scholars and performers. In that way, experiences in target cultures become more readily available to our students. These opportunities are made possible through a most generous endowment bestowed on the Department of Modern Languages by the Patty Foresman Fund.

The Foresman Lounge Located in the central hub of the department, it provides the Denison community with a space for a wide range of activities such as receptions, classes, and informal gatherings. This area has a small kitchenette with a table and chairs for sharing lunch or a coffee with our faculty. It is also equipped with a wide range of technological devices with which to enrich our students' learning experiences. This room has a 52-inch flat screen TV that is connected to a satellite dish, which provides us with SCOLA television services from around the world. The TV is also connected to a multi-standard VCR, a zone-free DVD player and a document camera. The lounge has a ceiling-mounted data projector, which connects to a networked Mac computer, the DVD player, VCR and document camera.

Although the Department of Modern Languages offers majors in French, German and Spanish, they also offer courses in other languages for the purpose of general education and support of other college programs. Courses in Japanese are listed below.

The Language and Culture Program This exciting residential option gives students the opportunity to hone their language skills and to participate in special cultural events. Students who choose this residential option will live in a small community of their peers who share their enthusiasm for foreign languages and cultures. Special extracurricular activities and programming in the Language House support language acquisition and permit a closer relationship with professors and language assistants from the Department of Modern Languages.

Course Offerings

Beginning Japanese I (JAPN-111) A comprehensive introductory course in modern Japanese develops the four basic skills: aural comprehension, speaking, reading and writing. The two beginning courses will concentrate on correct pronunciation, an active vocabulary of 500-1000 words as well as basic grammatical patterns. **4**

Beginning Japanese II (JAPN-112) A comprehensive introductory course in modern Japanese develops the four basic skills: aural comprehension. speaking. reading and writing. The two beginning courses will concentrate on correct pronunciation. an active vocabulary of 500-1000 words as well as basic grammatical patterns. Prerequisite: 111 or consent. **4**

Intermediate Japanese I (JAPN-211) Comprehensive grammar will be the core of the course. along with further development of reading ability and more extensive oral practice. Prerequisite: 112 or consent. **4**

Intermediate Japanese II (JAPN-212) Prerequisite: 211 or consent. **4**

Introduction to Modern Chinese and Japanese Literature (JAPN-235) This course is designed to provide an introduction to modern Chinese and Japanese fiction for the student who has little or no background in the language. history. or culture of these countries. No prerequisite. This course cross-listed with EAST 235. **4**

Introduction to Japanese Genre Fiction (JAPN-239) Genre fiction (sometimes called "commercial fiction") around the world has been broadly categorized as less-refined. or less literary. Postmodern thinkers have demonstrated. however. that popular fiction can serve as a fascinating lens through which to read place (society. race. gender. etc.) and time (historical period). This class will serve as an introduction to Japan's long. rich tradition of genre fiction. In addition to reading recent criticism of the genres discussed. we will consider representative works. primarily by twentieth-century authors. in three genres: historical/period fiction. mystery/detective fiction. and horror fiction. This course is taught in English. No Japanese language required. This course is cross-listed with EAST 239. **4**

Modern Japan in Film and Literature (JAPN-273) This course uses film and modern literature to consider responses to political. economic. and sociological changes in Japanese society over the course of the twentieth century. This course taught in English. **4**

Japan's Modern Canon (JAPN-309) In this course we will read extensively from the works of the four twentieth-century Japanese authors who have been elevated to the status of canonized writers. that is. whose works are regarded both in and out of Japan as essential in the history of Japanese letters. Note that readings will vary from semester to semester. This course taught in English. **4**

Advanced Japanese I (JAPN-311) The two Advanced Japanese courses introduce students to a number of complex. essential grammatical structures. notably sentence modifiers (relative clauses). and verb categories (transitive and intransitive verbs) that allow students to create longer. more complex culturally coherent utterances. Students will also learn 200 Chinese characters. Prerequisite: Japanese 212 or equivalent. **4**

Advanced Japanese I (JAPN-312) The two Advanced Japanese courses introduce students to a number of complex. essential grammatical structures. notably sentence modifiers (relative clauses). and verb categories (transitive and intransitive verbs) that allow students to create longer. more complex culturally coherent utterances. Students will also learn 200 Chinese characters. Prerequisite: Japanese 311 or equivalent. **4**

Directed Study (JAPN-361) 1-4

Directed Study (JAPN-362) 1-4

Independent Study (JAPN-363) 1-4

Independent Study (JAPN-364) 1-4

Senior Research (JAPN-451) 4

Senior Research (JAPN-452) 4

Latin American and Caribbean Studies (concentration only)

Faculty

Director: Monica Ayala-Martínez (Spanish and Portuguese), fall: Micaela Vivero (Art Studio) spring

Monica Ayala-Martínez (Spanish and Portuguese), Dosinda García-Alvite (Spanish), Francisco López-Martín (Spanish), Kent Maynard (Sociology/Anthropology), Gladys Mitchell-Walthour (Political Science), Frank Proctor (History), Michele Stephens (History), Micaela Vivero (Art Studio)

Department Guideline and Goals

The concentration in Latin American and Caribbean Studies is designed to promote a multidisciplinary approach to social, historical, political and linguistic issues in Latin America and the Caribbean. It is rooted in the basic pillars of a Liberal Arts education such as understanding the person as a whole, promoting critical thinking and expanding cultural horizons. Its mission is to provide students a strong historical, social and cultural foundation for the understanding of specific components of different Latin American and Caribbean cultures. Through this approach, we want to foster a critical awareness of the heterogeneity that characterizes the region as well as a critical understanding of the complexities of its relationship with the United States. The curriculum of the Latin American and Caribbean studies concentration expresses our commitment to developing the person as a whole. Our program accomplishes this by allowing students to explore, analyze, discuss, read and write about a variety of themes directly related to Latin America, from different theoretical frameworks. This in turn encourages students to reflect on their own cultural background.

LACS Concentration

Core Requirements Students in the concentration are required to take (or demonstrate that they have taken the equivalent of) the following courses: 1. Two modern language courses (or the equivalent) beyond the general education requirements in a language spoken in the Latin American and Caribbean area (Portuguese, Dutch, French, Spanish, or an indigenous language). The two courses may be the two first semesters in one of these languages, if the student has already fulfilled the GE requirement in a language that is not spoken in the area. 8 credits 2. LACS 101 Introduction to Latin American and Caribbean Studies (taught in English), or SPAN 230, Introduction to Latin American Cultures (taught in Spanish). It will count as an I GE course as well. 4 credits 3. Senior Research. One semester of senior research. The project can be submitted in English. Where possible this could be done in conjunction with the student's major. 4 credits

Electives Latin American and Caribbean Studies students will also take three elective courses from different departments. These courses are offered as cross-listed by different programs. History: HIST 181, 182, 223, 280, 380, 383, 384, 391, 395 Fine Arts/ Language and Culture: ARTS 141, SPAN 220, 325, 425 Society and culture: SA 339, 319, SPAN 230, 330, 435

Additional Points of Interest

The same course cannot be used to fulfill more than one of the above requirements. Students are encouraged to consult with the Director of Latin American and Caribbean Studies in making their choices. Students are also encouraged to pursue study abroad programs in Latin America and the Caribbean.

Course Offerings

Special Topics in Latin American & Caribbean Studies (LACS-100) **4**

Special Topics in Latin American and Caribbean Studies (LACS-200) Studies in Latin American and Caribbean Studies. **4**

Introduction to Latin American Caribbean Study (LACS-201) A comprehensive introduction to the nature of the problem of the Latin American society. A general study of the geography, the historical background, the social, economic, and political contemporary developments as well as the influence of religion and ideology on the Latin American and Caribbean countries. **4**

The Atlantic World (LACS-212) Drawing together the histories of Europe, Africa, and the Americas, this course explores the origins, development, and meanings of the new Atlantic World created after 1492. Topics may include imperial expansion and colonization, European-Amerindian relations, European-African relations, slavery and the trans-Atlantic slave trade, the growth of mercantile capitalism and the establishment of an Atlantic economy, the maturation of Euro-American colonial societies and their struggles for national independence, and the abolition of slavery. **4**

Introduction to Hispanic Literature (LACS-220) Reading and discussion of literary works from the Spanish-speaking world. Emphasis will be on utilizing language skills in the study and analysis of literature from Latin America, Spain and the United States. Conducted in Spanish. Prerequisite: 215. **4**

Introduction to Hispanic Culture (LACS-230) An introduction to the study of Hispanic cultures, both Peninsular and Latin American; this course presents the basic context of the customs, beliefs and values of the Hispanic peoples and seeks to provide a basis for more advanced study. Conducted in Spanish. Prerequisite: 215 or consent. **4**

Special Topics in Latin American & Caribbean Studies (LACS-300) **4**

Survey of Latin American Literature (LACS-325) Survey of literary genres, periods and movements in Latin American from 1492 to the present. The main focus will be to give a sense of literary history and cultural context; readings will include representative selections from each period and movement. Conducted in Spanish. Prerequisite: 220 or consent. **4**

Latin

Faculty

Professor Timothy Hofmeister, Chair

Associate Professor Garrett Jacobsen; Professor Timothy P. Hofmeister, Assistant Professor Rebecca Kennedy, Academic Administrative Assistant Becky Woods

Departmental Guidelines and Goals

The Department of Classics offers courses in the languages and culture of classical antiquity. The curriculum focuses on traditional elements of classical philology in Greek and Latin, but at the same time, through the study of major classical authors and literary genres, students are introduced to the intellectual, social, and cultural milieu of classical antiquity. As a discipline with a long tradition in the liberal arts, we encourage interdisciplinary approaches to understanding, and we emphasize the development of analytical skills applicable in universal situations. From the Homeric world of gods and heroes to the politics and society of Imperial Rome, students become engaged with a civilization both familiar and alien, as they confront the continuities and discontinuities of western society. The department offers majors and minors in ancient Greek (GRK), Latin (LAT), and in Classics (CLAS).

B.A. Degree in Latin

The major in Latin (LAT) ideally enables a student to read fluently the language of ancient Rome and of authors and scholars from antiquity to the Renaissance. In addition to the elementary and intermediate Latin sequence that may fulfill the General education requirement in Foreign Languages, the curriculum provides courses on the major authors and genres of Latin literature from Roman comedy to Silver Age poetry. Advanced courses are conducted as seminars, and students read significant works in Latin, as well as examining the appropriate historical and cultural contexts and relevant critical theories. The major in Latin will fully prepare students to teach the language at the secondary level, and it will provide the necessary foundation for post-undergraduate study of Latin. Students, however, who are interested in a doctoral degree in Classics, should be aware that undergraduate preparation must include a commensurate amount of study in ancient Greek. To major in Latin, students must complete 24 credits in Latin (LAT), 8 credits in ancient Greek (GRK), 4 credits of either CLAS 202 or CLAS 301 (a topic related to Ancient Rome), a minimum of 4 credits of Senior Research (LAT 451-452), and the 1 credit Senior Classics Symposium (CLAS 440), including the Senior Comprehensive Examination.

Minor in Latin

To minor in Latin, students must complete 20 credits in Latin (LAT), and 4 credits of either CLAS 202 or CLAS 301 (a topic related to Ancient Rome)

Senior Classics Symposium (CLAS 440) and Comprehensive Examination

The Department of Classics requires all majors (GRK, LAT, or CLAS) to pass a Senior Comprehensive Examination. This is a written and oral examination administered by the staff of the department, and it is completed in conjunction with the Senior Classics Symposium (CLAS 440). In preparation for the examination, students will meet in a seminar taught by the staff, completing a syllabus of readings as the basis for a comprehensive examination on the literature, history, and culture of classical antiquity. This examination will also include a translation section, individualized according to each student's major language (GRK or LAT) or languages (CLAS). Students will also share the progress and results of Senior Research projects within the Senior Classics Symposium

Course Offerings

Elementary Latin (LAT-111) An introduction to the fundamental morphology and syntax of Latin. Exercises in grammar and translation are based primarily upon quotations from Latin literature. No prerequisite. (Offered in Fall only) **4**

Intermediate Latin (LAT-112) An introduction to advanced grammar and the idiomatic language of Latin. Emphasis is given to the development of translation skills by reading extended passages of Latin prose and poetry. Prerequisite: Latin 111 or consent of instructor. (Offered in Spring only) **4**

Latin Prose and Poetry (LAT-211) Readings from ancient and medieval Latin. Selections range from Cicero's philosophical works to the Aeneid of Vergil and some attention is given to the literature's relationship to cultural milieu. Prerequisite: Latin 112 or consent of instructor. (Offered in Fall only) **4**

Roman Rhetoric (LAT-301) Selections from the orations and rhetorical treatises of Cicero. Consideration is given to the influence of rhetoric in politics and education. Prerequisites: LAT 211, previous enrollment in Latin 300-level, or consent of instructor. **4**

Roman Comedy (LAT-302) Selected works of the comic playwrights Plautus and Terence. Colloquial Latin, the definition of humor and the influences of Greek comedy are important topics. Prerequisites: LAT 211, previous enrollment in Latin 300-level, or consent of instructor. **4**

Roman Historiography (LAT-311) Selections from the works of major Roman historians: Sallust, Livy and Tacitus. Emphasis will be given to the work of one author in matters of style, content and bias. Prerequisites: LAT 211, previous enrollment in Latin 300-level, or consent of instructor. **4**

Latin Lyric and Elegy (LAT-312) Selections from the Odes of Horace, the elegies of Propertius, and Ovid's Amores. Attention is directed to poetry as a vehicle of personal expression and social commentary. Prerequisites: LAT 211, previous enrollment in Latin 300-level, or consent of instructor. **4**

Latin Epic (LAT-322) The epic genre as defined by Roman poets. A typical focus is Vergil's Aeneid with some comparative analysis of epics written by Lucretius, Ovid and Lucan. Prerequisites: LAT 211, previous enrollment in Latin 300-level, or consent of instructor. **4**

Silver Age Latin (LAT-331) PROSE readings from the Satyricon of Petronius and the letters of Seneca and Pliny the Younger. Consideration is given to the literary expression of the changing mores and perspectives of imperial Roman society. Prerequisites: LAT 211, previous enrollment in Latin 300-level, or consent of instructor. **4**

Silver Age Latin (LAT-332) POETRY selections from the epigrams of Martial and the Satires of Juvenal. Consideration centers on poetry as an instrument for social criticism and personal invective. Prerequisites: LAT 211, previous enrollment in Latin 300-level, or consent of instructor. **4**

Topics in Latin Language and Literature (LAT-341) An examination of a particular genre, theme, or topic in the Latin language or literature. Past offerings have included 'Latin Prose Composition', 'Medieval Latin', and 'Imaginary Women'. Prerequisites: LAT 211, previous enrollment in Latin 300-level, or consent of instructor. **4**

Directed Study (LAT-361) 1-4

Directed Study (LAT-362) 1-4

Independent Study (LAT-363) 1-4

Independent Study (LAT-364) 1-4

Senior Research (LAT-451) 4

Senior Research (LAT-452) 4

Lugar Program

Faculty

Associate Professor Andrew Z. Katz, Director

Associate Professors: Sue Davis, Paul Djupe, Jim Pletcher; Assistant Professors Eric Boehme, Mike Brady, Katy Crossley-Frolick and Gladys Mitchell-Walthour

Program Guidelines and Goals

The program is named in honor of Senator Richard G. Lugar (R-Indiana), former chairman of the Senate Foreign Relations Committee, Denison Trustee, and member of the class of 1954. Inspired by Senator Lugar's legacy of academic excellence, distinguished service, and prominent role in American agricultural and foreign policy, the Lugar Program is open to students of all majors and partisan predilections. International students are welcome to enroll.

The Lugar Program features two tracks, the first of which was established by a 1995 vote of the faculty. Track One focuses on American politics and public policy, combines coursework in these areas with a congressional internship, and brings former members of Congress to campus every other year. Students must complete four courses in American politics and U.S. foreign policy. One of these courses (Political Science 307) must be taken prior to the congressional internship; another (Political Science 214 or 341) must be taken before graduation. Two more courses selected from among the Political Science Department course offerings in the American politics subfield must also be completed by the end of the senior year. Students must earn a grade of C or better in each Lugar Program course. The internship may be taken in a House or Senate office. Students may pursue internships with any congressional office, either during the summer months or as part of an approved off-campus program during the fall or spring semesters.

The faculty enacted Track Two in May 2005. It has been designed for students primarily interested in international affairs and foreign policy, especially with an aptitude for the study of foreign languages and a desire to pursue a career in such fields as international security, homeland defense, control over weapons of mass destruction (WMD), and foreign affairs. In particular, Track Two provides a foundation for graduate study at the Graduate School of International Policy Studies at the Monterey Institute in California, or at similar graduate programs that also require extensive language training. To complete the Track Two program at Denison, students must take two years (four semesters) of course work in a foreign language. Although French, German, and Spanish are acceptable, students interested in the Monterey option are encouraged to study Arabic, Chinese, or Japanese. Some course work in a language could be undertaken at Monterey or another institution, most likely during the summer. Students must take four courses from Political Science Department offerings in the comparative politics/international relations subfield. The minimum grade in each of these courses and in every semester of foreign language instruction is a C. Track Two contains an experiential/internship component that must be completed prior to the spring semester of the senior year. The off-campus commitment must be met while participating in an approved off-campus program that will place Lugar students in their internships.

Mathematics

Faculty

Associate Professor Thomas C. Bressoud, Chair

Professors Daniel D. Bonar, Todd H. Feil, Michael D. Westmoreland; Associate Professors Lewis D. Ludwig, Matthew Neal; Assistant Professors William (Andy) Lorenz, Sarah Rundell; Visiting Instructor Timothy DeGenero; Academic Administrative Assistant Dee Ghiloni

Departmental Guidelines and Goals

The study of mathematics is a challenging and exciting activity that sharpens logical reasoning and improves problem solving ability. The curriculum is designed so that students can apply these skills to analyze both real-world quantitative questions and fascinating theoretical puzzles.

Students interested in mathematics should take 123-124 followed by 231 and 232 by the end of the sophomore year. Prospective mathematics majors or minors should also take 210 the first semester of the sophomore year. It is recommended that Mathematics students take CS 110 or 111 by the end of their sophomore year.

300-level courses fall into two categories. Foundations courses focus on teaching abstract reasoning and the reading, creation, and writing of rigorous proofs in the study of the foundational structures of mathematics. Currently these courses are MATH 321, 322, 331, and 332. Applied courses, while not devoid of proofs, include a significant study of how mathematical techniques can be used to model and analyze real world problems. Currently, we regularly offer MATH 329, 334, 337, 341, and 357 as applied courses. Other courses, such as MATH 361-362, MATH 363-364, or MATH 400, have variable topics.

Denison offers several research opportunities, including funding for summer projects. Interested students should consult a faculty member as early as possible in the fall semester.

Students interested in taking only one or two courses in Mathematics should choose MATH 102, 120, 121, or 123 or a First Year studies course.

Mathematics Majors

Bachelor of Arts Degree: The "Core" courses consist of MATH 124, 210, 231, 232 and CS 110/111. The "Foundations" courses are MATH 321, 322, 331, and 332.

Students who did not receive a 4 or 5 on the Calculus AB advanced placement exam will usually need to take MATH 123 before MATH 124 but may count MATH 123 toward the Math Major (see category D below).

The minimum requirements for a B.A. are the Core and five distinct courses chosen from the following categories:
I. MATH 321 or MATH 332.
II. A second "Foundations" course chosen from MATH 321, 322, 331, or 332.
III. Two elective 300-level mathematics courses excluding 361-362 and 363-364.

IV. One elective that may be any mathematics or computer science course (excluding MATH/CS 361-362, 363-364, or MATH/CS 199) PHYS 306, or CHEM 342.

Any student who takes MATH 124 and subsequently takes a 100-level math course may not count that course toward elective D) in the Math Major. However, any student who takes a 100-level math course before taking MATH 124 may count that course toward elective D) in the Math Major. Any Computer Science course aside from CS 110/111 may count toward elective D) in the Math Major regardless of when the student takes MATH 124.

Bachelor of Science Degree: The "Core" courses consist of MATH 124, 210, 231, 232 and CS 110/111. The "Foundations" courses are MATH 321, 322, 331, and 332.

Students who did not receive a 4 or 5 on the Calculus AB advanced placement exam will usually need to take MATH 123 before MATH 124 but may count MATH 123 toward the Math Major (see category D below).

The minimum requirements for a B.S. are the "Core" courses, all four "Foundations" courses, and four elective courses chosen from the following categories:

I. Three elective 300 or 400-level mathematics courses excluding MATH 361-362 and 363-364.

II. One elective that may be any mathematics or computer science course (excluding MATH/CS 361-362, 363-364, or MATH/CS 199), PHYS 305, PHYS 306, or CHEM 342.

Mathematics Minor

The minimum requirements for a Mathematics Minor are MATH 124, 210, 231, 232 and an elective that must be CS 110, CS 111, or any 200 or 300-level math course excluding 361-362 and 363-364.

Computational Science concentration

Computational Science is the field of study concerned with constructing mathematical models and numerical solution techniques, and using computer algorithms and simulation to analyze and solve scientific, social scientific, and engineering problems. The Computational Science concentration consists of: four core courses (MATH 124, 231, CS 110 or 111, and CS 173), and an additional course at the 200-level or above. This additional course, which may be in another department, must have a strong and persistent mathematical modeling or computing component and must be pre-approved by the Mathematics and Computer Science department. In addition, the student must take a two (2) semester sequence of courses in another department besides Mathematics and Computer Science. A written plan for completing the concentration must be approved by the Mathematics and Computer Science department prior to enrollment in the elective course. In particular, the elective course and cognate requirements above must be chosen consistently with a valid educational plan for the study of Computational Science (as defined above). Any Mathematics major who wishes to complete this concentration must choose a computer science course as their elective course. Any Computer Science major who wishes to complete this concentration must choose a mathematics course for their elective course. A double Mathematics and Computer Science major is not eligible for this concentration.

Additional Points of Interest

It is recommended that a B.A. candidate in Mathematics consider a second major or a strong minor. Economics would be a reasonable second major or minor for students planning to go into business or into an MBA program following graduation. Computer Science would also be a strong second major or minor.

Students who intend to pursue graduate study in mathematics should pursue a Bachelor of Science degree.

Course Offerings

Elements of Statistics (MATH-102) An introduction to statistical reasoning and methodology. Topics include exploratory data analysis, elementary probability, a standard normal-theory approach to estimation and hypothesis testing and linear and multi-variable regression. Not open for credit to students who have taken Psychology 370. (Offered each year) **4**

Special Topics in Mathematics (MATH-120) Previous topics included in thie area: Mathematical Methods for the Natural and Social Sciences. **4**

Essentials of Calculus (MATH-121) A one-semester introduction to single-variable differential and integral calculus and selected topics in multi-variable calculus. Emphasis is given to applications from the natural and social sciences. (Offered each semester) **4**

Calculus I (Single Variable) (MATH-123) An accelerated introduction to the calculus of single variable functions. Topics include limits, derivatives, integrals, and applications of calculus to the natural and social sciences. Prerequisite: Placement or Math 121. (Offered each semester) **4**

Calculus II (Multivariable) (MATH-124) A continuation of the study of single variable calculus, together with an introduction to the calculus of multivariable functions. Topics include: an introduction to infinite sequences and series, vectors, partial and directional derivatives, gradient, optimization of functions of several variable, integration techniques, double integrals, elementary linear algebra, and an introduction to differential equations with applications to the physical and social sciences. Prerequisite: AP Calculus AB or BC score of 4 or 5 or Math 123. (offered each semester) **4**

Introductory Topics in Mathematics (MATH-199) A general category used only in the evaluation of transfer credit. **1-4**

Topics in Mathematics (MATH-200) (Also listed under Computer Science offerings.) **4**

Introduction to Proof Techniques (MATH-210) An introduction to proof writing techniques. Topics will include logic and proofs, set theory, mathematical induction, relations, modular arithmetic, functions, cardinality, number theory, and calculus. Prerequisite: Math 124. (Offered each year) **4**

Technical Communication I (MATH-215) This course aims to enhance mathematics and computer science students' proficiency and comfort in orally communicating content in their disciplines. Students will present three talks during the semester on substantive, well-researched themes appropriate to their status in their major. Prerequisite: Math 210 or CS 271. (Offered each year) **1**

Linear Algebra and Differential Equations (MATH-231) A continued study of Linear Algebra with applications to linear differential equations and mathematical models in the physical and social sciences. Topics include abstract vector spaces over the real and complex numbers, bases and dimension, change of basis, the Rank-Nullity Theorem, orthogonal bases, linear transformations, the matrix of a linear transformation, eigenvectors and eigenvalues, diagonalization, the matrix exponential, linear differential equations of order n, linear systems of first order differential equations, and a continued study of infinite series, power series, and series solutions of linear differential equations. Prerequisite: Math 124. (Offered each spring) **4**

Mathematical Modeling (MATH-232) A course in mathematical modeling including linear and nonlinear optimization models, linear and non-linear dynamic models, and probability models. This course focuses on applying mathematics to open ended, real world problems, and effectively communicating conclusions. Sensitivity analysis and model robustness are emphasized throughout. This course also strongly features approximation and simulation methods along side analytic methods. Prerequisite: MATH 231. (Offered each spring) **4**

Applied Statistics (MATH-242) Statistics is the science of reasoning from data. This course will introduce you to the fundamental concepts and methods of statistics, including calculus-based probability. Topics include experimental design, data collection, and the scopes of conclusion, sampling, the application of probability models to statistical analysis, hypothesis testing, and regression analysis. Prerequisite: Math 124. (Offered each fall) **4**

Elementary Graph Theory (MATH-275) Graphs are mathematical structures that are used to model a great variety of phenomena ranging from the internet to social networks to phylogenetic clusters, In this class, we will study the mathematical properties of graphs and develop algorithms to solve many common graph problems. Prerequisite: CS 110 or 111 and 174 or MATH 210. (Offered each year) **4**

Intermediate Topics in Mathematics (MATH-299) A general category used only in the evaluation of transfer credit. **1-4**

Technical Communication II (MATH-315) This course is a capstone experience in oral and written communication for mathematics and computer science majors. Students will research a substantive topic, write a rigorous expository article, and make a presentation to the department. Prerequisite: Math/CS 215. Corequisite: a 300-400 level mathematics or computer science course. (Offered each year) **1**

Advanced Analysis (MATH-321) A rigorous analysis of limits, continuity, differentiation, integration, uniform convergence, infinite series and basic topology. Prerequisites: Math 210, 231. (Offered every other fall) **4**

Topology (MATH-322) A study of general topological spaces, including interiors, closures, boundaries, subspace, product, and quotient topologies, continuous functions, homeomorphisms, metric spaces, connectedness, and compactness together with applications of these concepts. Additional topics may include algebraic topology, including homotopy and homology groups, and/or a parallel study of general measure spaces, including inner and outer measure. Prerequisite: Math 321 or permission of instructor. (Offered every other spring) **4**

Complex Analysis (MATH-329) An introduction to complex numbers, analytic functions, derivatives, singularities, integrals, Taylor series, Laurent Series, conformal mappings, residue theory, analytic continuation. Cauchy-Riemann Equations, Cauchy's Theorem, Cauchy Integral Formula, Big and Little Picard Theorems, Riemann Mapping Theorem, Rouche's Theorem. Prerequisite: Math 210, 231. (Offered every other year) **4**

Combinatorics (MATH-331) The basic ideas of sets and functions are used to explore the three basic problems in combinatorics: the counting problem, the existence problem, and the optimization problem. Topics may include: combinatorial proof, the principle of inclusion-exclusion, induction, generating functions, recurrence relations, the Pigeonhole principle, Ramsey theory, basic graph theory, shortest path problems, minimum spanning tree problems, transversal theory, and graph coloring. Prerequisite: Math 210. (Offered every other year) **4**

Abstract Algebra (MATH-332) A rigorous analysis of the structure and properties of abstract groups, rings, fields, and vector spaces. Prerequisites: Math 210, 231. (Offered every other fall) **4**

Theory of Computation (MATH-334) This course is a study of formal languages and their related automata. Turing machines, unsolvable problems and NP-complete problems. Prerequisites: CS 110 or CS 111 and Math 210 or CS 174. **4**

Operations Research (MATH-337) This course involves mathematical modeling of real-world problems and the development of approaches to find optimal (or nearly optimal) solutions to these problems. Topics include: Modeling, Linear Programming and the Simplex Method, the Karush-Kuhn Tucker conditions for optimality, Duality, Network Optimization, and Nonlinear Programming. Prerequisite: Math 231. (Offered every other fall) **4**

Applied Probability (MATH-341) A study of single variable, multi-variable, and stochastic probability models with application to problems in the physical and social sciences. Includes problems in Biology, Finance, and Computer Science. Prereqs: Math 231. Co-requisite: CS 110 or 111. **4**

Vector Calculus and Fourier Analysis (MATH-357) A study of vector calculus, Fourier series, and Fourier transforms together with applications to ordinary and partial differential equations and mathematical models in the sciences. Prerequisite: MATH 231. (Offered every other fall) **4**

Directed Study (MATH-361) 1-4

Directed Study (MATH-362) 1-4

Independent Study (MATH-363) 1-4

Independent Study (MATH-364) 1-4

Advanced Topics in Mathematics (MATH-399) A general category used only in the evaluation of transfer credit. **1-4**

Advanced Mathematical Topics (MATH-400) Advanced topics in Abstract Algebra, Analysis, Geometry or Applied Math. **4**

Advanced Mathematical Topics (MATH-401) Advanced topics in Abstract Algebra, Analysis, Geometry or Applied Math. **4**

Senior Research (MATH-451) 4

Senior Research (MATH-452) 4

Music

Faculty

Associate Professor Andy Carlson, Chair

Associate Professors: Andrew Carlson, Ching-chu Hu, HyeKyung Lee; Assistant Professors: Christopher Bruhn, Wei Cheng, Mark Wade; Instructor/Asst. Professor Damien Mahiet; Instructors (part-time): Belinda Andrews-Smith, Tom Carroll, Nelson Harper; Visiting Instructor Andrew Strietelmeier; Affiliated Studio Instructors: Paul Brown, Brett Burleson, Tim Carpenter, Casey Cook, Stephanie Henkle, Jed Hudson, Robert Jones, Cora Kuyvenhoven, Richard Lopez, Leslie Maaser, Peter Mills, David Nesmith, Deborah Price, Sarah Ramsey, Doug Richeson, Seth Rogers, Steven Rosenberg, Stephen Sims, Debra Tucker, James Van Reeth, Kevin Wines, Ni Yan; Academic Administrative Assistant Pam Hughes

Departmental Guidelines and Goals

The music curriculum combines theory and practice to provide students majoring in music with the necessary skills to excel in their area of concentration (performance, composition, history, and bluegrass). Students who complete the music major at Denison develop their full artistic, creative, and intellectual potential. They develop a working knowledge of both the history of Western music and the basic theoretical and formal concepts that will allow them to analyze musical works and reflect critically on musical performances. Students apply these skills in the performance of music both as soloists and within the context of larger ensembles. In addition to developing an understanding of performance practice appropriate to their area of study, our students experience music outside of the traditional Western canon (jazz, world music, American folk, African-American). In keeping with the goals of a liberal education, the department encourages students across the campus to seek private instrumental or vocal instruction and to participate in its varied ensembles, all in an effort to make music an integral aspect of life at Denison.

Music Major (B.A. Degree)

A major in music requires the completion of the requirements of the music core, the selected area of emphasis, performance requirements and the music portfolio.

Core: 5 courses 104 Music Theory I, 105 Music Theory II, 204 Music Theory III, 201 Music History I, 202 Music History II.

Performance Requirements Majors in music are required to complete the private lesson and recital or project requirements as specified in the area of emphasis. In addition to course requirements students must pass the appropriate Keyboard Proficiency and Performance Skills Examinations. All majors and minors taking private lessons are required to perform a Performance Jury each semester unless they are registered for the junior or senior recital. Declared music majors must participate in one large ensemble each term. For specific ensemble requirements based on instrument or area of study, please refer to the Music Department Handbook. Students should take a mixture of large and small ensembles chosen in consultation with their private teacher, department chair, and area coordinator.

Private Lessons One (1) credit hour is given for one half hour (1/2) lesson per week and two (2) credit hours are given for one (1) hour lesson per week. A one (1) credit hour student is expected to practice 1 hour daily and a two (2) credit hour student is expected to practice 2 hours daily. Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee of $440 for each academic credit hour. All declared Music Majors and Minors will be given 1 waived credit hour for private lesson instruction each semester. At the discretion of the Music Department, Music Majors may have up to

4 credit hours waived and Music Minors may have up to 3 credit hours waived. Beginning students should opt for the class lessons in class piano, class voice and class guitar. There is no extra fee for class lessons. (For costs, see Dept. of Music Fees under College Costs in Catalog.)

Concert Attendance Journal All music majors and minors are required to submit a concert attendance journal each term. The journal is reviewed by the appropriate area coordinator and filed in the music office. Music students are notified at the beginning of each semester regarding the specific attendance requirements. Guidelines for the journal are available in the Music Office.

Emphasis Options

Composition (5 courses, plus lessons and seminar each semester) 206 Conducting and Orchestration, 329 20th Century Music, 217 Computer Music, one music elective, Private Lessons minimum 6 and 402 Senior Project or 401 Senior Recital

In addition, composition majors must enroll in 129 Composition Seminar each term, which satisfies the requirement for ensemble participation.

Music (5 courses, plus lessons and ensembles each semester) Three music electives, Private Lessons each term (8), two semesters of 129 Composition Seminar, and 401 Senior Recital or 402 Senior Project.

Music History (6 courses, plus lessons and ensembles each semester) Four Music History electives, four semesters Private Lessons (minimum 4), two semesters of 129 Composition Seminar, and 402 Senior Project.

History electives are determined in consultation with the Musicology coordinator.

Performance (4 courses, plus lessons and ensembles each semester) Performance audition, 206 Conducting and Orchestration, Private Lessons (2.0 hours each term), 2 semesters of 129 Composition Seminar, 301 Junior Recital and 401 Senior Recital.

Bluegrass (5 courses, plus lessons and ensembles each semester) 330 History of American Folk and Country Music, 337 History of Bluegrass Music, 135 Bluegrass Ensemble, 126 Bluegrass Seminar minimum 4 terms, 129 Composition (Seminar 2 terms), 301 Junior Recital and 401 Senior Recital

Music Minor

Performance Minor (4 courses, plus lessons & ensembles each semester) Performance Audition, Private Lessons (2.0 hours each term) (minimum 12), 201 Music History I or 202 Music History II, one elective, Ensembles (each term), 401 Senior Recital, 104 Music Theory I. Keyboard Proficiency and Performance Skills Exams, Performance Juries each term.

Admission by audition should be prior to enrollment in Denison. However, entry into the program will be possible up through fall semester of sophomore year. The Performance Minor would count toward graduation as an academic minor.

The applied lesson fee will be waived for music minors.

Music Minor (5 courses, plus lessons & ensembles each semester) 104 Musical Materials, 201 Music History I or 202 Music History II, 4 semesters of Private Lessons, 2 Music Electives, 4 semesters of Ensembles, Piano Proficiency Exam, Performance Juries each term.

Composition Minor (5 courses, plus lessons and ensembles each term 104 Music Theory I, 105 Music Theory II, 217 Computer Music, 329 20th Century Music, four semesters of Composition Lessons, 129 Composition Seminar each term, 402 Senior Project.

Bluegrass Minor (5 courses, plus lessons and ensembles) 104 Musical Materials, 330 History of American Folk and Country Music, 337 History of Bluegrass Music, 4 semesters of Bluegrass Ensemble, 4 semesters of private lessons (voice, violin, mandolin, banjo, bluegrass guitar, bass), 2 semesters of 126 Bluegrass seminar. Performance Juries each term. **Violin students pursuing the Bluegrass Minor will replace private lessons with MUSP 145-02, Fiddle Ensemble.

Music Electives

206 Conducting and Orchestration
216 Sound Editing and Recording
217 Computer Music
224 Advanced Computer Music
314 Music in America
319 World Music
320 Women in Music
325 Music of the Baroque
326 Classical Era
328 19th Century Music
329 20th Century Music
330 The History of American Folk and Country
334 History of African American Gospel Music
337 History of Bluegrass

Course Offerings

Introduction to Music: Classical (MUS-101) This course is an overview of western "art" music from the Middle Ages to present day. Emphasis is placed on the forms and styles of music categorized by historical periods and the composers' social environment. Extensive music listening is incorporated into the curriculum both in class and as assignments. The ability to read musical notation is not required. **4**

Introduction to Music: Jazz (MUS-102) This course will introduce students to the uniquely American art form Jazz, through a study of the musical contributions of its major figures. The course of study will include all styles of jazz, from early jazz (Dixieland) to the music of today. **4**

Introduction to Music: World Music (MUS-103) This course explores different approaches to music-making through the world by examining the ritual and social contexts, compositional techniques, performance styles, instruments, and learning traditions of different musical cultures. The course begins with an overview of musical terminology and ethnomusicological methodoligies that can be applied to various types of global music. Subsequently, the course builds on this foundational knowledge by examining various case studies from around the world and comparing them to Western classical and popular traditions. **4**

Music Theory I - Musical Materials (MUS-104) Fundamentals of written musical materials including terminology, tuning systems, notation, intervals, scales, chords, basic diatonic harmony, rhythm, simple forms, aural skills and computer music applications. (Offered fall semester) **4**

Music Theory II - Harmonic Systems (MUS-105) A survey of approaches to musical harmony including linear systems (counterpoint), vertical systems (common practice tonality, polytonality), mathematical systems (serialism) and jazz systems. Prerequisite: 104. (Offered spring semester) **0-4**

General Topics in Music (MUS-199) A general category used only in the evaluation of transfer credit. **1-4**

Music History I (MUS-201) A historical survey of the evolution of musical style in Western Europe from the Medieval era through the Baroque. Understanding of musical notation is required. **4**

Music History II (MUS-202) A historical survey of the evolution of musical style in Western Europe and the United States from roughly 1750 to the late 20th century. Understanding of musical notation is required. Prerequisite: 104. (Offered spring semester) **4**

Music Theory III - Methods of Analysis (MUS-204) A survey of approaches to the formal analysis of music including the approaches of Rameau, Schenker, Forte and others. Prerequisite: 105. (Offered fall semester) **4**

Conducting and Orchestration (MUS-206) An introduction to conducting and orchestration. Students will compose, orchestrate and conduct original works of music. Prerequisite: 105. (Offered spring semester) **4**

Music in America (MUS-214) A survey of music-making in America from the colonial period to the present, including early American sacred, patriotic, and political music; musical theatre: and various popular and art music genres of the 19th and 20th centuries, particularly as influenced by the collision between European and African musical traditions. The ability to read musical notation is not required. **4**

Popular Musical Theater in America (MUS-215) This course studies both the antecedents to the American musical (18th century comic opera, blackface minstrels, the revue and vaudeville, and operetta) and the Broadway musical of this century, from Jerome Kern to Stephen Sondheim. **4**

Sound Editing and Recording (MUS-216) A study of audio recording focusing on acoustics, microphone techniques, live and studio recording techniques, editing, signal processing and production. **4**

Computer Music (MUS-217) An introduction to creating music with a computer, focusing on sequencing, sampling and direct synthesis. **4**

Music and Globalization (MUS-219) A consideration of the increasingly complex behavior of music in the modern (or postmodern) world. We will pay particular attention to the function of music: its uses, the ways in which it is part of - and helps to define - daily life for a number of diverse populations in a number of diverse locales, and the ways in which it is transmitted in a global culture. The ability to read musical notation is not required. **4**

Women in Music (MUS-220) Historically, women have played an integral role in musical traditions around the world, although the extent of their contributions has only recently been recognized and studied in an academic context. This course traces the development and current state of women's roles in music, including Western art music composers, performers, critics, and teachers: performers of popular American genres such as jazz, country, and rock; and performers of popular "World Beat" and traditional world musics. Cross-listed with WMST 220. **4**

Computer Music II (MUS-224) An exploration of advanced topics in computer music including interactive systems, algorithmic composition, granular synthesis, and others. **4**

Music of the Baroque (MUS-225) In this course, we will look at the development of Western Art music from the end of the Renaissance period through the careers of J.S. Bach and G.F. Handel, covering an approximate period of 1600-1750. Understanding of musical notation is required. **4**

Classical Era: Mozart, Haydn, Beethoven (MUS-226) This course will be devoted to a study of the work of the three principal composers of the classical era: Haydn, Mozart, and Beethoven (early works). We will study the style characteristics, as well as the musical genres and forms employed. Understanding of musical notation is required. **4**

19th Century Music (MUS-228) A study of 19th-century Western art music, focusing on the genres of art song, piano music, symphonic music, chamber music, and opera, from late Beethoven to Debussy. Works will be considered in their historical and cultural context, as well as from the point of view of their musical characteristics. Understanding of musical notation is required. **4**

20th Century Music (MUS-229) In this course, we will look at the development of 20th century music idioms and compositional techniques with their larger political and cultural contexts. We will study individual works by composers as well as overall compositional trends. Understanding of musical notation is required. **4**

The History of American Folk and Country Music (MUS-230) "The History of American Folk and Country Music" is designed to broaden the students' knowledge of America's musical heritage through aural analysis of recorded and live music, as well as study of printed materials. In order to increase the knowledge of America's diverse musical heritage, students will be exposed to the contribution of European immigrants, African Americans, Hispanics, Franco-Americans and Native Americans. **4**

History of Gospel Music (MUS-234) This course will explore the historical development of African-American gospel music in the 20th Century. The course will begin an examination of the pre-gospel era (pre-1900s-ca. 1920), move on to gospel music's beginnings (ca. 1920s), and continue unto the present. The course will explore the musical, sociological, political, and religious influences that contributed to the development of the various gospel music eras and styles. Through class lectures, demonstrations, music listening, reading and writing assignments, students will learn about the significant musical and non-musical contributions of African American gospel artists and the historical development of African American gospel music. Students will also strive to gain an understanding of the African American musical aesthetic and to determine how it is retained and expressed with African American gospel music and other musical genres. The class is open to students, staff, and faculty of all levels. **4**

History of Bluegrass Music (MUS-237) Bluegrass has become one of America's most popular folk musics. The History of Bluegrass Music is a comprehensive course that traces this unique art form from its European and African roots, to the hills of Appalachia and beyond. The ability to read musical notation is not required. **4**

The History of Rock Music (MUS-239) This class explores a diversity of movements within rock music from the 1950s through the present. Central to this class is the music itself. Thus while the class will explore the experiences of musicians, it will focus on building a working knowledge of the musical language of rock (including elements of melody, harmony, rhythm, texture, form, style). In addition, the class will investigate music-making and listening technologies, as well as rock's relationship to its historical, cultural, and social context. The ability to read musical notation is not required. **4**

Special Topics in Music Performance (MUS-241) Special Topics in Music Performance is a course offering that deals with various aspects of performance within music. **1-4**

Special Topics in Music Musicology/Music History (MUS-242) Special Topics in Musicology/Music History is a course offering that deals with music with respects to its history, people, and culture. **4**

Special Topics in Music Composition (MUS-243) Special Topics in Music Composition is a course offering that deals with the creative aspects of music composition. **1-4**

Special Ensemble in Musicianship Skills (MUS-244) Special Ensemble in Music Theory is a course offering that deals with the musicianship aspects of Music Theory and Aural Skills. **1-4**

Special Topics in Music Collaboration (MUS-245) Special Topics in Music Collaborations are courses that do not fall within the other designations and are collaborative in nature. They may be courses within the department or in collaboration with other Denison departments. **1-4**

Intermediate Topics in Music (MUS-299) A general category used only in the evaluation of transfer credit. **1-4**

Junior Recital (MUS-301) The Junior Recital is a 30 to 40 minute solo performance of appropriate concert literature selected in consultation with the private lesson instructor. Must be taken concurrently with Private Lessons. **0**

Music in America (Majors) (MUS-314) A survey of music-making in America from the colonial period to the present, including early American sacred, patriotic, and political music; musical theatre; and various popular and art music genres of the 19th and 20th centuries, particularly as influenced by the collision between European and African musical traditions. The ability to read musical notation is not required. **4**

Music and Globalization (Majors) (MUS-319) A consideration of the increasingly complex behavior of music in the modern (or postmodern) world. We will pay particular attention to the function of music: its uses, the ways in which it is part of - and helps to define - daily life for a number of diverse populations in a number of diverse locales, and the ways in which it is transmitted in a global culture. The ability to read musical notation is not required. **4**

Women in Music (Majors) (MUS-320) Historically, women have played an integral role in musical traditions around the world, although the extent of their contributions has only recently been recognized and studied in an academic context. This course will trace the development and current state of women's roles in music, including Western art music composers, performers, critics, and teachers: performers of popular American genres such as jazz, country, and rock; and performers of popular "World Beat" and traditional world musics. **4**

Classical Era: Mozart, Haydn, Beethoven (Majors) (MUS-326) This course will be devoted to a study of the work of the three principal composers of the classical era: Haydn, Mozart and Beethoven (early works). We will study the style characteristics, as well as the musical genres and forms employed. Understanding of musical notation is required. **4**

19th Century Music (Majors) (MUS-328) A study of 19th-century Western art music, focusing on the genres of art song, piano music, symphonic music, chamber music, and opera, from late Beethoven to Debussy. Works will be considered in their historical and cultural context, as well as from the point of view of their musical characteristics. Understanding of musical notation is required. **4**

20th Century Music (Majors) (MUS-329) In this course, we will look at the development of 20th century music idioms and compositional techniques with their larger political and cultural contexts. We will study individual works by composers as well as overall composition trends. Understand of musical notation is required. **4**

The History of American Folk and Country Music (Majors) (MUS-330) "The History of American Folk and Country Music" is designed to broaden the students' knowledge of America's musical heritage through aural analysis of recorded and live music, as well as study of printed materials. In order to increase the knowledge of America's diverse musical heritage, students will be exposed to the contribution of European immigrants. African Americans, Hispanics, Franco-American and Native Americans. **4**

Music and Sexuality (MUS-332) 4

History of African American Gospel Music (Majors) (MUS-334) This course will explore the historical development of African-American gospel music in the 20th Century. The course will began an examination of the pre-gospel era (pre-1900s-ca 1920), move on to gospel music's beginnings (ca. 1920s), and continue onto the present. The course will explore the musical sociological, political and religious influences that contributed to the development of the various gospel music eras and styles. Through class lectures, demonstrations, music listening, reading and writing assignments, students will learn about the significant musical and non-musical contributions of African American gospel artists and the historical development of African American gospel music. Students will also strive to gain an understanding of the African American musical aesthetic and to determine how it is retained and expressed with African American gospel music and other musical genres. The class is open to students, staff and faculty of all levels. **4**

History of Bluegrass Music (MUS-337) Bluegrass has become one of America's most popular folk musics. The History of Bluegrass Music is a comprehensive course that traces this unique art form from its European and African roots, to the hills of Appalachia and beyond. The ability to read musical notation is not required. **4**

The History of Rock Music (MUS-339) This class explores a diversity of movements within rock music from the 1950s through the present. Central to this class is the music itself. Thus while the class will explore the experiences of musicians, it will focus on building a working knowledge of the musical language of rock (including elements of melody, harmony, rhythm, texture, form, style). In addition, the class will investigate music-making and listening technologies, as well as rock's relationship to its historical, cultural, and social context. The ability to read musical notation is not required. **4**

Special Topics in Music Performance (MUS-341) Special Topics in Music Performance is a course offering that deals with various aspects of performance within music. **1-4**

Special Topics in Musicology/Music History (MUS-342) Special Topics in Musicology/Music History is a course offering that deals with music with respects to its history, people, and culture. **4**

Special Topics in Music Composition (MUS-343) Special Topics in Music Composition is a course offering that deals with the creative aspects of music composition. **1-4**

Special Topics in Musicianship Skills (MUS-344) Special Ensemble in Music Theory is a course offering that deals with the musicianship aspects of Music Theory and Aural Skills. **1-4**

Special Topics in Music Collaboration (MUS-345) Special Topics in Music Collaborations are courses that do not fall within the other designations and are collaborative in nature. They may be courses within the department or in collaboration with other Denison departments. **1-4**

Directed Study (MUS-361) 1-4

Directed Study (MUS-362) 1-4

Independent Study (MUS-363) 1-4

Independent Study (MUS-364) **1-4**

Advanced Topics in Music (MUS-399) A general category used only in the evaluation of transfer credit. **1-4**

Senior Recital (MUS-401) The Senior Recital is a 50 to 60 minute solo performance of appropriate concert literature selected in consultation with the private lesson instructor. Must be taken concurrently with Private Lessons. **0**

Senior Project (MUS-402) The Senior Project is a composition or research project in the emphasis of the music major (composition, computer music or music history) to be selected and completed in consultation with the appropriate area instructor. **1-4**

Senior Research (MUS-451) **4**

Senior Research (MUS-452) **4**

Applied Music and Performance Courses

Piano Class I (MUSP-111) Offered for beginning piano students, the piano class will focus on fundamental piano technique and score reading, as well as the playing of lead sheets. Students will work on individual electronic pianos, both solo and in groups. **2**

Guitar Class I (MUSP-112) Recommended for beginners in guitar. Stresses fundamentals of picking, strumming and note reading. **1**

Guitar Class II (MUSP-113) For intermediate guitar students with basic skills. Emphasis on guitar styles and improvisation. Prerequisite: 112 or consent. (Offered spring semester) **1**

Guitar Class III (MUSP-114) The third course in the guitar sequence. Prerequisite: 113 or consent. **1**

Gospel Piano (MUSP-115) **1**

Class Voice (MUSP-117) An introduction to vocal techniques and pedagogy. **1**

Class Woodwinds (MUSP-118) **1**

Class Brass (MUSP-119) **1**

Jazz Improvisation (MUSP-120) **1**

Alexander Technique Workshop (MUSP-124) The Alexander Technique is a widely recognized educational method for improving balance, alignment, ease, flexibility and energy. The Technique offers us insight into the underlying principles that govern human movement. When applied, these principles guide us to a dynamic kinesthetic lightness, wherein thinking becomes clearer, feeling accessible, sensations livelier, and movement more pleasurable. Within this fluid, more conscious condition, we find our actions and interactions strengthened and refined, our sense of time expanded, and our rapport with the environment restored. The workshop addresses structural problems treated by performing arts medicine and in addition, neuroscience research which supports evidence of misuse resulting in pain/injury by our own mental process and perceptions of our body's structure. We explore gentle movement and relaxation exercise as well as the application of Body Mapping to gain clear and accurate information about our anatomical structure for optimal movement. **1**

Private Lesson (Alexander Technique) (MUSP-125) **1**

Bluegrass Seminar (MUSP-126) Bluegrass Seminar is a required course for students seeking a Bachelor of Arts degree in music with an emphasis in bluegrass. Students will develop skills in rhythm, timing, part-singing, transcription, and improvisation in a workshop setting. **1**

Keyboard Skills I (MUSP-127) A sequence for the music major, minor, and performance certificate student to fulfill the keyboard proficiency in the Department of Music. Other students may enroll with the permission of the instructor. (Offered fall semester) **2**

Keyboard Skills II (MUSP-128) (Offered spring semester) **2**

Composition Seminar (MUSP-129) A seminar approach to musical composition focusing on individual composition projects, compositional processes, forms, aesthetics and criticism. May be repeated for credit. **1**

Orchestra (Ensemble) (MUSP-130) **1**

Concert Choir(Ensemble) (MUSP-131) **1**

Singers' Theatre Workshop (Ensemble) (MUSP-132) **1**

Gospel Choir (Ensemble) (MUSP-133) **1**

Jazz Ensemble (MUSP-134) **1**

Bluegrass Ensemble (MUSP-135) **1**

Chamber Singers (Ensemble) (MUSP-136) **1**

Women's Choir (Ensemble) (MUSP-137) **1**

Gamelan Ensemble (MUSP-138) **1**

Gospel Ensemble (MUSP-139) **1**

Jazz Combo (MUSP-140) **1**

Woodwind Ensembles (MUSP-141) A method course designed to meet the professional needs for teaching woodwind instruments. Pedagogical and performance skills will be developed through laboratory and observational experiences. Includes Flute Ensemble, Oboe Ensemble, Clarinet Ensemble, Bassoon Ensemble, Woodwind Chamber Music, and Saxophone Chamber Music. **1**

Brass Ensembles (MUSP-142) Includes Trumpet Ensemble, French Horn Ensemble, and Brass Ensemble. **1**

Latin Jazz Percussion (Ensemble) (MUSP-143) **1**

Piano Chamber Music (MUSP-144) **1**

Class Strings Ensemble (MUSP-145) An introduction to string techniques and pedagogy. **1**

Guitar Ensemble (MUSP-146) **1**

String Chamber Music (MUSP-147) **1**

Class Percussion Ensemble (MUSP-148) An introduction to percussion techniques and pedagogy. **1**

Chamber Percussion Ensemble (MUSP-149) A small chamber ensemble dedicated to performance of percussion literature. Meets weekly TBA, with a performance each term. **1**

Wind Ensemble (MUSP-150) 1

Private Lesson (Violin) (MUSP-151) 1

Private Lesson (Viola) (MUSP-152) 1

Private Lesson (Cello) (MUSP-153) 1

Private Lesson (Guitar) (MUSP-154) 1

Private Lesson (String Bass) (MUSP-155) 1

Private Lesson (Electric Bass) (MUSP-156) 1

Private Lesson (Harp) (MUSP-157) 1

Private Lesson (Bluegrass Guitar) (MUSP-158) 1

Jazz Improvisation (MUSP-160) This class covers the basics of jazz improvisation and will include the study of modal forms and chord/scale applications, ii-VII-I progression (in the framework of standard jazz compositions) and a transcription project. **2**

Private Lesson (Clarinet) (MUSP-161) 1

Private Lesson (Flute) (MUSP-162) 1

Private Lesson (Oboe) (MUSP-163) 1

Private Lesson (Bassoon) (MUSP-164) 1

Private Lesson (Saxophone) (MUSP-165) 1

Private Lesson (Trombone) (MUSP-171) 1

Private Lesson (French Horn) (MUSP-172) 1

Private Lesson (Trumpet) (MUSP-173) 1

Private Lesson (Euphonium) (MUSP-174) 1

Private Lesson (Tuba) (MUSP-175) 1

Private Lesson (Piano) (MUSP-181) 1

Private Lesson (Jazz Piano) (MUSP-182) 1

Private Lesson (Percussion) (MUSP-190) 1

Private Lesson (Voice) (MUSP-195) 1

Private Lesson (Composition) (MUSP-197) 1

Private Lesson (Alexander Technique) (MUSP-225) **2**

Special Ensemble in Music Performance (MUSP-241) Special Ensemble in Music Performance is a course offering that deals with various aspects of performance within music. **1**

Special Ensemble in Music Composition (MUSP-243) Special Ensemble in Music Composition is a course offering that deals with the creative aspects of music composition. **1-4**

Special Ensemble in Musicianship Skills (MUSP-244) Special Ensemble in Music Theory is a course offering that deals with the musicianship aspects of Music Theory and Aural Skills. **1-4**

Special Ensemble in Music Collaboration (MUSP-245) Special Ensemble in Music Collaborations are courses that do not fall within the other designations in nature. They may be courses within the department or in collaboration with other Denison departments. **1-4**

Private Lesson (Violin) (MUSP-251) **2**

Private Lesson (Viola) (MUSP-252) **2**

Private Lesson (Cello) (MUSP-253) **2**

Private Lesson (Guitar) (MUSP-254) **2**

Private Lesson (String Bass) (MUSP-255) **2**

Private Lesson (Electric Bass) (MUSP-256) **2**

Private Lesson (Harp) (MUSP-257) **2**

Private Lesson (Bluegrass Guitar) (MUSP-258) **2**

Private Lesson (Clarinet) (MUSP-261) **2**

Private Lesson (Flute) (MUSP-262) **2**

Private Lesson (Oboe) (MUSP-263) **2**

Private Lesson (Bassoon) (MUSP-264) **2**

Private Lesson (Saxophone) (MUSP-265) **2**

Private Lesson (Trombone) (MUSP-271) **2**

Private Lesson (French Horn) (MUSP-272) **2**

Private Lesson (Trumpet) (MUSP-273) **2**

Private Lesson (Euphonium) (MUSP-274) **2**

Private Lesson (Tuba) (MUSP-275) **2**

Private Lesson (Piano) (MUSP-281) **2**

Private Lesson (Jazz Piano) (MUSP-282) **2**

Private Lesson (Percussion) (MUSP-290) 2

Private Lesson (Voice) (MUSP-295) 2

Private Lesson (Composition) (MUSP-297) 2

Special Ensemble in Music Performance (MUSP-341) Special Ensemble in Music Performance is a course offering that deals with various aspects of performance within music. **1-4**

Special Ensemble in Music Composition (MUSP-343) Special Ensemble in Music Composition is a course offering that deals with the creative aspects of music composition. **1-4**

Special Ensemble in Musicianship Skills (MUSP-344) Special Ensemble in Music Theory is a course offering that deals with the musicianship aspects of Music Theory and Aural Skills. **1-4**

Special Ensemble in Music Collaboration (MUSP-345) Special Ensemble in Music Collaborations are courses that do not fall within the other designations and are collaboratibe in nature. They may be courses within the department or in collaboration with other Denison departments. **1-4**

Neuroscience (concentration only)

Faculty

Eric Liebl (Biology), Neuroscience Coordinator

Faculty: Frank Hassebrock (Psychology), Barbara Fultner (Philosophy), Eric Liebl (Biology), Susan Kennedy (Psychology), Heather Rhodes (Biology), Seth Chin-Parker (Psychology), Nestor Matthews (Psychology)

Guidelines and Goals

Neuroscience is the interdisciplinary study of the nervous system, unique in its quest to understand not only the biology and chemistry of the brain and nervous system, but also to understand how chemical and cellular functions relate to how organisms think and behave. Thus, Neuroscience is founded on the tenet that an understanding of the brain and nervous system is only possible when approached from a perspective that integrates biological, chemical and psychological phenomena.

Denison's Neuroscience Concentration is designed to offer students an interdisciplinary perspective on the nervous system and behavior, and to provide students with the opportunity to obtain a diverse focus that both complements and broadens the major.

Students wishing to pursue the Neuroscience Concentration are strongly encouraged to meet with a Neuroscience faculty member very early in their Denison careers to carefully plan their course of study.

Neuroscience Concentration: Classes of 2012 and Later

Beginning with the Class of 2012, all students wishing to pursue the Neuroscience Concentration must take two foundational courses, four courses providing breadth in the concentration, and six advanced courses, providing depth in the concentration.

Foundational Courses May be taken in any order; both of these courses are required for NEUR 200 (Introduction to Neuroscience), and serve as prerequisites for the 200-and 300- level Psychology and Biology courses required of Neuroscience concentrators.

I. BIOL 150: Introduction to the Science of Biology
II. PSYC 100: Introduction to Psychology

Four Courses for Breadth in the Concentration May be taken in any sequence, except the CHEM 121 must be taken concurrently with or prior to BIOL 201.

III. NEUR 200: Introduction to Neuroscience (to be taken by the end of the third year)
IV. PSYC 200: Research Methods in Psychology (required for PSYC 351)
V. CHEM 121 or CHEM 131: General Chemistry I or Atoms and Molecules (co-requisite for BIOL 201)
VI. BIOL 201: Cell and Molecular Biology (prerequisite for 300-level Biology courses)

Six Courses for Depth in the Concentration These six courses may be taken in any order, except that PSYC 350 and 351 must be taken concurrently. Additionally, NEUR 400 is a capstone course that can be taken only in the second semester of the student's 3rd or 4th year.

VII. PSYC 350: Biological Psychology
VIII. PSYC 351: Research in Biological Psychology
IX. BIOL 349: Introduction to Neurophysiology (Prerequisite: Neur 200, for Neuroscience concentrators)
X. Two electives from the following (both can NOT be from the same department)
    - BIOL 324: Developmental Biology
    - BIOL 325: Genetics
    - BIOL 334: Animal Physiology
    - BIOL 335: Human Physiology
    - BIOL 340: Animal Behavior
    - BIOL 341: Immunology
    - CHEM 223: Organic Chemistry I
    - CHEM 224: Organic Chemistry II
    - CHEM 251: Intermediate Organic Chemistry
    - CHEM 302: Biochemistry
    - CHEM 401: Advanced Biochemistry
    - PHIL 280: Philosophy of Mind
    - PSYC 305: Psychopharmacology
    - PSYC 310: Psychology of Learning
    - PSYC 330: Cognitive Psychology
    - PSYC 340: Sensation and Perception
    - CS 339: Artificial Intelligence

XI. NEUR 400: Advanced Neuroscience

Neuroscience Assessment Satisfactory completion of NEUR 401 is required of all senior Neuroscience concentrators. NEUR 401 ia a zero credit course.

XII. NEUR 401: Neuroscience Assessment

Course Offerings

Introduction to Neuroscience (NEUR-200) A survey of the interdisciplinary field of Neuroscience, covering the "basics" of Neuroscience. Beginning with an overview of the philosophy and historical contributions to modern Neuroscience, the course examines the evolution of Neuroscience as a discipline and the importance of interdisciplinary perspectives in Neuroscience. Cellular function (neurophysiology) is then examined, including the characteristics of the neuron ("at rest" and when active, ionic movements into and out of the neuron, refractory periods and ion transport mechanisms. The course then presents a nueropharmacology, including receptor subtypes, neurotransmitters, post-synaptic potentials and drugs that act to alter/modify neural function. The general structure of the nervous system is covered, including an in-depth examination of the major nuclei, fiber tracts and "connections" in the brain. Spinal cord and peripheral nervous system anatomy is also presented. Note: This course has a mandatory 3-hour weekly lab meeting. Prerequisites: BIOL 150 and PSYC 100. (Offered Fall Semester 2012) **4**

Introductory Topics in Neuroscience (NEUR-299) A general category used only the evaluation of transfer credit. **1-4**

Advanced Neuroscience (NEUR-400) A continuation of NEUR 200. Designed for juniors and seniors. Course focuses on the more "molar" aspects of Neuroscience, with participation by several Neuroscience faculty and discussions of primary literature. Includes discussions of sensory and motor systems, hormonal control of behavior, memory and learning, neurodevelopment, neuropathology and neuroimmunology. Students will engage in discussions of primary literature. (Offered Spring Semester 2014) **4**

Neuroscience Assessment (NEUR-401) Satisfactory completion of NEUR 401 is required of all senior neuroscience concentrators. NEUR 401 is a zero credit course. **0**

Special Advanced Topics in Neuroscience (NEUR-450) This course provides a venue in which to explore chosen topics in neuroscience at the advanced level. Topics vary according to the interests of students and faculty. **1-4**

Advanced Topics in Neuroscience (NEUR-499) A general category used only in the evaluation of transfer credit. **1-4**

Off-Campus Study

Mission Statement

Off-campus study acts as a catalyst in a Denison education. Its purposeful combination of classroom and experiential learning provides students an opportunity to hone the analytical literacy and capacity for informed judgment and constructive social engagement that are associated with a liberal arts education.

Off-campus study also engenders independence and self-confidence. As students are encouraged to reflect on their experiences they develop strategies for effective communication and thoughtful moral/ethical decision-making in contexts of socio-cultural plurality.

Selecting an Appropriate Off-Campus Study Program

Students interested in exploring off-campus study are required to make an appointment with OCS. These appointments are available starting in April of the first year and continuing through Thanksgiving break of the sophomore year. This allows students ample time to formulate appropriate learning outcomes for an off-campus study experience, to explore a range of options among the Denison-accepted programs, and to carefully consider issues such as timing of participation and integration with degree requirements.

Denison maintains a list of accepted off-campus programs that address the pedagogical and curricular concerns, as well as the academic standards, associated with a Denison liberal arts education. Since the list of accepted programs is subject to ongoing evaluation and adjustment, it is not printed in the catalog. The current list can be found at http://www.denison.edu/academics/offcampus/.

In rare cases, a student may propose study on a non-accepted program offering specialized curricular opportunities associated with the her/his major(s) that, after close collaboration with OCS, are not afforded by any of the programs on the accepted list. Approval for such proposals is made on an individual basis by the Director of OCS and does not set the precedent that study on a given program would be approved in future instances. Students who withdraw to attend a program without Denison's approval are not eligible to receive transfer credit.

Campus visits by representatives from the educational partners who offer accepted programs, as well as individual discussions with returned students and faculty members with relevant expertise, also provide an excellent opportunity to learn more about specific program opportunities.

Seeking Approval for Off-Campus Study

Second semester sophomores with a well-articulated academic trajectory, juniors, and first semester seniors are eligible to participate in off-campus study. First semester seniors, however, must also petition to have the senior residency requirements waived in order to receive final OCS approval. Students normally seek approval for one semester and/or a summer of off-campus study during their Denison career, though approval for an academic year of off-campus study is also possible. (Note that institutional financial aid may be applied to a maximum of one semester of study – see Financing Off-Campus Study.)

To pursue off-campus study for academic credit, students must first obtain Denison approval for such study and then apply for admission by the educational partner. Denison approval is granted through the four-stage OCS Proposal process. The student is also responsible for completing an abridged application with the appropriate educational partner. If the student receives Denison approval, OCS then forwards her/his proposal materials to the educational partner to complete the application file and allow for a final admission decision.

To be eligible for consideration, a student must enter the OCS Proposal process before Thanksgiving Break. Late proposals are only considered if there are documented academic, personal, family, or medical issues. Denison approval for off-campus study is granted on a rolling basis.

Denison approval is granted only if the student is adequately prepared both academically and personally for the proposed off-campus program. The Denison evaluation criteria are as follows:

I. The proposed off-campus study program represents a well-defined continuation of the curricular and pedagogical goals of a Denison liberal arts education and the individual student's academic program.

II. The student's academic record, as evaluated by Denison, demonstrates clear evidence of curricular preparation and academic achievement appropriate to the proposed off-campus study program and the specific learning goals associated with the student's proposal.

III. The student meets the Denison minimum eligibility requirements for off-campus study:
    - A student must complete a minimum of forty-eight credits prior to participation on an off-campus program. Transfer students must complete one year of study at Denison prior to participation on an off-campus program. These residency requirements do not apply to summer study.
    - A student must be enrolled at Denison the semester preceding off-campus study participation. A student who applies institutional aid to a program must also enroll at Denison the semester following the program. Failure to do so will result in a student being charged for the institutional aid that was awarded for off-campus study.

- A student must be in good academic standing the semester preceding participation on a program. Denison reserves the right, however, to withdraw approval if there is a problematic shift in a student's academic performance before the start of a program, even if a student is technically in good standing.
- A student whose disciplinary probation ends during the first two weeks of classes at Denison for the semester during which she/he will be studying off-campus is eligible to propose off-campus study. A student whose disciplinary probation extends beyond that date is not eligible to pursue off-campus study until the following semester. Denison reserves the right, however, to withhold approval for any student who has a documented history of behavioral issues deemed inappropriate for off-campus study.
- A student whose proposal is evaluated and approved while she/he is on disciplinary probation must address two special requirements. In such cases, the student is required to provide a statement addressed to the educational partner that explains the nature of the infraction and how it should bear on the partner's admission deliberations. The student must also agree to grant the educational partner access, as seems appropriate, to the information contained in the Denison judicial records. If a student receives conditional approval and an additional disciplinary offense is adjudicated before participation on the off-campus study program, the approval will be withdrawn.

Last, Denison strives to accommodate the off-campus study proposals of all appropriately qualified students. However, there are two related points that have an impact on this policy. First, to facilitate optimal integration into the range of experiential learning contexts and communities associated with off-campus study, Denison has established a limit of ten participants per program for medium group programs and five participants per program for small group programs. Second, in order to utilize on-campus housing resources effectively, Denison will seek to split participation evenly between the fall and spring semesters. This is accomplished by awarding fall semester opportunities on a first-come, first-served basis according to the completion date for the OCS Proposal Stage I. Students who are not awarded a slot may request to be placed on the waiting list, which is also be ranked according to the completion date for the OCS Proposal Stage I.

Financing Off-Campus Study

To determine whether a given program is affordable, students should make certain to consider out-of-pocket expenses as well as the invoiced program fees. A comprehensive cost estimate for any given program on the Denison accepted list is available from the educational partner.

To promote off-campus study, Denison does not require students to pay its tuition or room/board fees during their term off-campus (except in the case of the Justus-Liebig-Universitat exchange). Denison presently charges a nominal administrative fee of $220 for a summer program, $660 for a semester program, and $760 for an academic year program to cover the administrative support associated with off-campus study.

Denison students may pursue one semester of off-campus study with institutional aid eligibility. While Denison does not provide institutional merit-based aid for off-campus study, institutional need-based aid is available for eligible students. A student's eligibility is based on the estimated cost of participation for the proposed off-campus study program and the estimated family contribution from the Free Application for Federal Student Aid (FAFSA). Federal grants, state grants, and Federal loans are the initial sources for meeting financial need for eligible students. If a student's need is not fully met by those funding sources, limited Denison grant funding is available to assist in meeting a portion of remaining need. OCS also awards a significant number of substantial grants, funded by the educational partners, for students who have unmet need after the Denison financial packaging process.

To be eligible to apply institutional need-based aid to an off-campus study program, students must complete their FAFSA by the late-March deadline advertised by the Denison Financial Aid Office. It is important to note that there are generally well fewer financial aid resources for summer study, and also that institutional financial aid does not apply to summer study except for the Great Opportunity (GO) program.

Special Academic Regulations for Off-Campus Study

Denison requires that students participate fully and responsibly in all academic aspects of the proposed off-campus study program. Failure to do so will result in a grade of U (Unsatisfactory) for the off-campus study placeholder course listed on the Denison academic record for the term abroad.

Students must enroll for a minimum course-load of twelve transferable U.S. semester credits for each semester of off-campus study. Whatever the final course-load, it must include all courses that are mandated by the program curriculum (e.g. language courses, area studies courses, etc.). Students are limited to one course on an S/U grade base per semester, and the arrangements for such a choice must be made through the educational partner at the time of final registration.

To receive transfer credit for an off-campus study experience, students must seek pre-approval for courses they will pursue on their off campus program by completing OCS Proposal Stage IV. The University is under no obligation to transfer coursework or apply transferred coursework toward specific degree requirements unless that coursework has been approved in advance.

In general terms, students wishing to apply a course toward a major, minor, or concentration requirements must receive approval directly from the relevant department/program. Other coursework will be assessed for its relevance to the Denison curriculum through the combined efforts of the Registrar, OCS, and, as necessary, specific departments/programs.

All courses reported on the educational partner's transcript are posted to the Denison academic record with course titles, credits, and grades. This includes any course for which a student receives a failing grade, even though credit will not be awarded. While these grades are not factored into the Denison cumulative grade point average, it is important to note that they could be factored into a composite grade point average should a student pursue graduate or professional school after graduating from Denison.

Educational Enrichment Leave of Absence

Students may apply for an Educational Enrichment Leave of Absence (EEL) to pursue experiential learning opportunities that are not credit bearing or structured educational opportunities whose coursework is not applicable to a Denison Baccalaureate degree. Examples of structured educational opportunities whose coursework is not applicable include the National Outdoor Leadership School (NOLS), Outward Bound, Semester at Sea, specialized technical or training programs, religious education, or culinary institutes. In the case of an EEL for an internship opportunity, a student may opt to pursue study at a local institution as an adjunct activity. This course-load may not exceed eight credits and must be approved in advance through the normal transfer credit evaluation process.

Students wishing to pursue an EEL are required to meet with and, ultimately, to submit a written rationale to OCS. The rationale must articulate a clear connection between the student's Denison educational trajectory, broader educational goals, and proposed enrichment program.

During an EEL, the student retains her/his Denison enrollment deposit and information systems privileges. However, the student is considered withdrawn from Denison during her/his period of leave for the purposes of financial aid and loan deferment. EEL's are usually for one semester, but may extend to an academic year in particular cases. See the Student Handbook for specific details regarding the processes for registration, housing, and financial aid following a leave. If a student does not enroll at Denison following the EEL, the leave reverts to a Withdrawal and the enrollment deposit is forfeited.

Health Insurance Coverage

Denison strongly recommends that all students participating on an international off-campus program carry international medical and evacuation insurance coverage along with their domestic health insurance coverage. Denison also recommends that at least one parent/guardian obtain a passport so that travel will not be unduly delayed in the case of a student medical or personal emergency abroad.

Health Advisories, Travel Advisories, and Travel Warnings

Denison strongly recommends that all students avail themselves of the travel information available at the U.S. State Department (http://travel.state.gov/), Centers for Disease Control (http://wwwnc.cdc.gov/travel/), and World Health Organization (http://www.who.int/en/) web sites. In particular, students should carefully consider the safety information included in State Department travel advisories for the country in which they are pursuing off-campus study and/or for any other country to which they are planning to travel during their time abroad.

Denison reserves the right to withdraw its approval for study on an off-campus program if a State Department travel warning or a CDC or WHO travel advisory is in place for the program location at the start of the program. Withdrawal of approval for an off-campus study program bars a student from receiving Denison credit for the program and from applying financial aid to the program costs. To make certain that a student may make an informed decision regarding participation on a program, the issue of potential loss of Denison approval for an accepted program will be brought to the student's attention as far in advance of the program start date as is feasible.

In the case of a State Department travel warning or a CDC or WHO travel advisory arising after a program has started, Denison will work closely with the educational partner and other informed parties to determine an appropriate course of action. In the case of requiring that a student return home, Denison will pursue reasonable steps with the educational partner to mitigate the financial and academic impact of such an action.

Organizational Studies

Faculty

Associate Professor of Psychology David P. J. Przybyla, Director

Program Guidelines and Goals

The Organizational Studies program is multidisciplinary in intent and grounded in the liberal arts. Developing a theoretical base for organizational participation and leadership requires moving beyond a single area of specialization. Through a multidisciplinary approach, students will begin to develop 1) an understanding of the human condition as it is experienced in organizational life, 2) an understanding of the complex nature of systems and institutions, and 3) the capacity for analysis that moves beyond simplistic solutions to explore the interplay of values, responsibility, and the achievement of social goals. The goals of this theoretical base are to be supplemented by and integrally related to both a significant internship experience in an appropriate organization and the mastering of specific skills not available in the regular curriculum.

Organizational Studies Certificate

General Requirements for the Certificate In order to fulfill the requirements for certification in Organizational Studies, a student must accomplish the following:

- complete three core courses: one from each each of the *two major content areas* and a third from either content area (some courses are listed below)
- complete Organizational Psychology (PSYC 230), which is offered each spring semester
- participate successfully in a month-long *summer session.*
- complete an appropriate *internship* following the *summer session*
- write an *integrative paper* upon completion of the internship

In order to further integration and thoughtful choices, the program director shall advise and have final authority over each student's particular program selections. Course selections are to be made from the approved list. Exceptions are only by petition. Petitions must include a complete course syllabus and a detailed rationale for the exception.

Core Courses The three courses -- one from Area A, one from Area B, and one from either area -- *must be taken from at least two different departments. A Directed Study or Senior Research Project may replace one of the courses.*

I. **The Individual Within the Organization**. Courses that meet this requirement are designed to focus on the role and development of the individual in organizational settings. Students will examine some combination of the following issues: 1) how individuals acquire, develop, and use knowledge in organizational settings, 2) how individuals communicate in the process of social interaction, 3) how individuals gain an overview of the nature and foundations of sociocultural behavior. Examples of courses that satisfy this requirement:

    BLST 212 Race and Ethnicity
    COMM 101 Public Address
    COMM 221 Group Communication
    COMM 224 Interpersonal Communication
    COMM 244 Intercultural Communication
    PSYC 220 Social Psychology
    PSYC 240 Personality
    PSYC 330 Cognitive Psychology
    REL 225 Ethics and Institutional Morality
    SA 210 Sexual Inequality
    THTR 230 Acting: Realism I

II. **Organizational Processes and Social Organizing.** Courses that meet this requirement are designed to focus on interdependent relationships within organizations. Students will develop an understanding of organizational life that reflects on either the broad nature of social organizing or a specific aspect of organizational life. Examples of courses that satisfy this requirement:

    BLST 265 Black Women and Organizational Leadership
    BLST 339 Culture, Identity, and Politics in Caribbean Society
    BLST 340 Social Justice Movements in Communities of Color
    COMM 306 Organizational Culture
    COMM 409 International Communication
    COMM 415 Conflict and Communication
    ECON 422 Industrial Organization and the Public Control of Business
    ECON 423 International Trade

ECON 424 Labor Economics
ECON 425 Racial and Ethnic Groups and the U.S. Economy
EDUC 213 The U.S. Education System
ENVS 240 Environmental Politics and Decision Making
ENVS 284 Environmental Planning and Design
ENVS 301 Environmental Practicum
PHED 430 Organization and Administration of Physical Education, Health, and Athletics
POSC 202 American Political Behavior and Institutions
POSC 311 Political Organizations in the U.S.
POSC 319 The Politics of Congress
REL 217 Sects and Cults
REL 319 The Human Condition: Economic Factors and Theological Perspectives
SA 244 Environment, Technology, and Society
SA 342 Non-Governmental Organizations, Development and Human Rights
SA 349 Complex Organizations

III. **Electives or Applications.** Courses and projects that meet this requirement are designed to focus on an aspect of organizational studies that is particularly appropriate to the student's vocational aspirations, the integrity of the program, and/or the major. Students have the following options:

a. An integrative directed study (or)
b. A senior research/honors project in the major that integrates the program into a new research project (or)
c. An elective course approved by the director.

Additional Points of Interest

Summer Session The premise guiding this four-week session is that organizations need persons capable of examining problems with a critical and imaginative eye and of responding in an ever-changing environment with policies, actions, and decisions derived from a broad knowledge base. A major strength of Denison's liberal arts program is that it fosters the development of this broad knowledge base, as well as critical-thinking and problem-solving skills. The summer seminar focuses on the application of those skills in organizations. Working primarily with Denison alumni/ae, students are introduced to the language and fundamental principles of organizational management, decision-making, marketing, finance, and accounting. Equipped with this information, students serve as consultants for local nonprofit and commercial enterprises, taking on the tasks of researching and analyzing problems, formulating solutions, and presenting findings to clients. In addition, students travel to cities such as New York, Chicago, and Washington to learn first-hand the nature of operations in advertising agencies, investment banks, manufacturing plants, and other organizations.

Internship and Integrative Paper The internship should take place during the months following the summer session. The internship will become the venue where coursework and the summer seminar are brought into play. The completion of the internship shall result in a major, integrative paper.

Philosophy

Faculty

Professor Steven Vogel, Chair

Professors Barbara Fultner, Anthony J. Lisska; Associate Professor Mark Moller (Current Dean of First Year Students); Visiting Assistant Professors Jonathan Maskit, John McHugh

Departmental Guidelines and Goals

To do philosophy is to encounter some of the most fundamental questions that can be asked about human existence. Philosophical investigation leads students to recognize the otherwise unnoticed assumptions that underpin even our most ordinary ways of interacting with other persons and engaging in human projects. Such assumptions concern, for example, the nature of human knowledge, action, and value. Philosophy challenges students to move beyond uncritical patterns of thought, to recognize problems, and to exchange a more naive worldview for a more considered and justifiable one. In doing so, students learn to think in ways that are simultaneously disciplined and imaginative. Philosophy Department faculty members cooperatively approach these concerns from diverse perspectives, both in studying the works of major philosophers and in their own creative activity. Students are encouraged to join with the faculty in this inquiry and to philosophize creatively on their own. The courses and seminars in the Department are intended to develop the abilities necessary for these activities.

Typically students without previous experience with philosophy will enroll in Philosophy 101 (Introduction to Philosophy) or possibly in one of the First-Year Seminars (FYS 102) offered by members of the Philosophy Department. Philosophy 121 and 126 are also possible choices for such students. Students who wish to continue in Philosophy and perhaps to major or minor in it will then usually take Philosophy 200 (Philosophical Studies) as their second course. Philosophy 200 is also available, with the instructor's consent, for students with a special interest in philosophy who have not taken any previous college-level course in the field.

Philosophy Major

A major in Philosophy requires ten courses selected in consultation with the major advisor. The ten courses must include Philosophy 200, Philosophy 231, Philosophy 232, and at least three courses numbered 300 or higher, of which at least one must be a Junior/Senior Seminar (Philosophy 431/2). Only one semester of Senior Research (Philosophy 451/452) may count as a 300 level course, and Directed Study (Philosophy 361/362) may only count as a 300 level course with the consent of the Department. FYS 102 sections taught by members of the Philosophy Department may count toward the major with the consent of the instructor. No more than three courses numbered below 200 (including FYS 102) may count toward the major. In addition, all majors must participate in and pass the Senior Symposium in their senior year.

The Philosophy Department welcomes double majors and self-designed majors, and is experienced in helping students integrate Philosophy with work in other disciplines. To avoid possible scheduling problems, a student considering a major in Philosophy (or one which includes Philosophy) should consult the Department early in his or her college career.

The Philosophy Department participates in the interdepartmental major in Philosophy, Politics and Economics, page 188.

Philosophy Minor

Philosophy, by its very nature, is ideally suited to assist a student in integrating and articulating knowledge gained in other areas. For this reason we attempt to tailor a student's minor program in philosophy around the specific course of studies he or she is pursuing in his or her major subject. This means that our minor program places a premium upon departmental advising.

Each Philosophy minor is required to choose a department member as his or her Philosophy advisor. The Philosophy advisor will not replace the student's primary academic advisor. However, the Philosophy advisor will have responsibility for guiding the student in designing the minor program in Philosophy. A minor in Philosophy requires five courses in the department. Among these courses must be Philosophy 200 and one course numbered 300 or higher.

Additional Points of Interest

Additional information about Philosophy courses and a course guide with more detailed descriptions of current courses may be obtained from the Philosophy Department, and is available on the department's website.

The Philosophy Colloquium Each year the department sponsors a colloquium series, bringing to campus nationally and internationally known philosophers who present papers and meet with students and faculty. Recent visitors have included Hubert Dreyfus (Berkeley), Ruth Millikan (Connecticut), Peter Singer (Princeton), Martha Nussbaum (Chicago), Virginia Held (CUNY), Anthony Kenny (Oxford), Larry Hickman (Southern Illinois), J. Baird Callicott (North Texas), Geoffrey Sayre-McCord (UNC Chapel Hill), and others.

Other Philosophy Activities The Philosophy Department annually publishes a national undergraduate philosophy journal, *Episteme*. This journal is edited and produced by philosophy majors and minors in consultation with a faculty advisor. *Episteme* encourages and receives submissions from undergraduate philosophy students throughout the country and internationally. In addition, philosophy students organize Philosophy Coffees, informal discussions of philosophical topics, about three times each semester. Special coffees are held annually for parents during Big Red Weekend, and for Granville community members as well.

Course Offerings

Introduction to Philosophy (PHIL-101) This course aims to introduce the student to the nature and concerns of philosophy by confronting fundamental issues in areas of philosophy such as ethics, political and social philosophy, metaphysics, epistemology and others. It is intended that the student develop skills in rigorous thinking and become involved in the process of philosophizing. (Offered each semester) **4**

Ethics: Philosophical Considerations of Morality (PHIL-121) This course explores the fundamental questions of ethical theory, asking how ethical judgments can be made, what justifications they may receive, whether terms like "right" and "wrong" have fixed meanings, whether moral assertions can claim universal validity or whether morality is rather relative to a culture or to an individual's beliefs. Depending on the semester, issues of applied ethics - having to do with abortion, medical ethics, business and professional ethics, ethics and the environment, war and peace, etc. - will be raised as well. (Spring) **4**

Social and Political Philosophy (PHIL-126) This course is about justice, power, and freedom, as ideals and as realities, and about whether objective or rational justifications of political and social views and actions are practical or even possible. The course includes an exploration of some fundamental philosophical questions regarding the nature of the community, the state, the individual, and the relationships among them. Students will study some of the great classical texts in Western political thought including works from thinkers such as Plato, Aristotle, Hobbes, Locke, Rousseau, Smith, Marx and Nietzsche as well as more contemporary philosophers. (Fall) **4**

Introductory Topics Seminar in Philosophy (PHIL-191) An introductory inquiry into issues and problems that are now at the center of philosophical attention. Topics vary from semester to semester in accordance with current interests of students and faculty. (Not offered 2012-2013) **4**

Introductory Topics Seminar in Philosophy (PHIL-192) An introductory inquiry into issues and problems that are now at the center of philosophical attention. Topics vary from semester to semester in accordance with current interests of students and faculty. (Not offered 2012-2013) **4**

Introductory Topics in Philosophy (PHIL-199) A general category used only in the evaluation of transfer credit. **1-4**

Philosophical Studies (PHIL-200) This course offers a careful study of some of the central texts, issues, and ideas in the history of Western philosophy. Among the figures studied will be Plato, Aristotle, Descartes, Hume, Kant, Nietzsche, Wittgenstein, Quine, and others. The course is intended for most students as a second course in philosophy; its goal is to prepare students for further philosophical work (and if desired for a major in philosophy) by providing them with experience in philosophical study beyond that offered in Philosophy 101. Some students with particular interest in the field, however, may choose to begin their philosophical studies with this course. In either case, the course will give students the opportunity to grapple with fundamental philosophical questions by examining the works of a series of great figures in the history of philosophy. Prerequisite: PHIL 101 or FYS 102 (taught by a member of the Philosophy Department, or consent (Both semesters) **4**

Logic (PHIL-205) A study of reasoning in ordinary language and in contemporary symbolic languages with emphasis on the connections between the two. Attention is also given to informal fallacies, paradox, ambiguities of ordinary speech, the problems of definition, and the critical analysis of arguments in natural settings. Emphasis in symbolic logic is on translation and proof, and computer assisted instruction is employed in the teaching of these skills. (Spring) **4**

Philosophical Issues in Science (PHIL-210) This course considers a range of conceptual issues connected with the understanding and practice of science. Issues to be considered include explanation, theoretical reduction, the nature of scientific truth-claims, methodology, confirmation theory, the possibility of scientific progress, etc. Although these questions are raised from the perspective of philosophy, they are intended to provide insight into the actual practice of the sciences - from both contemporary and historical perspectives. This course should prove especially helpful to science majors seeking to achieve a different perspective on the scientific enterprise; however, non-science majors are equally welcome. Prerequisite: one previous course in Philosophy or science major with junior or senior standing, or consent. (Spring) **4**

Greek and Medieval Philosophy (PHIL-231) An examination of some fundamental problems in Metaphysics (what there is) and Epistemology (how we come to know), in the context of the origin and development of Greek thinking from the pre-Socratics, Sophists and Socrates, Plato and Aristotle, through selected writers in the Medieval period including Plotinus, Augustine, Thomas Aquinas, Duns Scotus, William of Ockham, and Nicholas Cusanus. Prerequisite: PHIL 200 or consent. (Fall) **4**

Modern Philosophy (PHIL-232) An examination of the two fundamental philosophical traditions of the 17th and 18th centuries, Rationalism and Empiricism, and of Kant's attempt to combine their insights. This course traces the development of such themes as the nature of human experience, the foundations of knowledge, and the limits of knowledge through the work of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Their attempts to resolve these questions formed the basis for much of the intellectual history of the

"Age of Reason" and Enlightenment and continue to inform contemporary investigations of knowledge, language, and mind. Prerequisite: PHIL 200 or consent. (Spring) **4**

The Confucian Classics (PHIL-243) An examination of the basic Confucian texts of the East Asian cultural tradition that define the distinctive traits of what makes us human, and what norms define healthy and happy human relations. We shall read the Four Books of the Neo-Confucian tradition. In plumbing the subtleties of these texts we shall replicate the learning techniques employed in classical Confucian academies. Research essays concluding the course may focus on a Confucian thinker or concept in the Chinese. Korean, Japanese, or Vietnamese cultural traditions of East Asia. (Fall) **4**

Philosophy of Law (PHIL-250) Does law have an intrinsic connection with the moral order, or is it whatever a legislature or judge says it is? This course will analyze the concept of law, with particular attention given to the conflict between the natural law tradition and legal positivism. The justification of legal authority and the nature of legal reasoning will be considered. Normative issues, including the relation between law and concepts of justice, equality, liberty, responsibility, and punishment will also be addressed. Prerequisite: One previous course in Philosophy or consent. (Spring) **4**

Environmental Ethics (PHIL-260) This course investigates the question of our ethical relations and responsibility to objects and systems in the natural world, including animals, other living beings, non-living entities, ecosystems, and "nature" as a whole. It also asks about nature as such: what nature is, what the place in it is of humans, the role of human action in transforming nature, etc. The question of the relation of the natural to the social will receive special attention. Prerequisite: One previous course in Philosophy or Environmental Studies or consent. (Not offered 2012-2013) **4**

Philosophy of the Arts: Aesthetics (PHIL-269) This course addresses issues in philosophical aesthetics both in relationship to the arts as well as to other domains of human life (e.g., nature, food, and design). We will ask what makes something an artwork; how to differentiate between artworks and non-artworks; how to evaluate art works; what it means to judge something aesthetically; how aesthetic judgment differs for different kinds of objects; and other central issues from the field. Prerequisite: One previous course in Philosophy or consent. (Not offered 2012-2013) **4**

Philosophy of Feminism (PHIL-275) Feminism can radically challenge traditional ways of doing philosophy. In asking why women and women's experience seem to be missing from the tradition of philosophy, it implicitly questions philosophy's claim to objectivity, universality, and truth. Thus, feminist criticism probes some of the most fundamental philosophical assumptions about our knowledge of and interaction with the world and other people. Are there philosophically significant differences between men and women? If so, what are their implications? What, if any, are the differences among women and what is their significance? This course focuses on the problem of violence against women, in its many manifestations, in order to examine these and other questions in the context of contemporary feminist discussions of epistemology, ethics, and science. Cross-listed with WMST 275. Prerequisite: One previous course in Philosophy or Women's Studies or consent. **4**

Philosophy of Mind (PHIL-280) This course addresses fundamental questions regarding the nature of the human mind and thought. Students will be introduced to the leading contemporary theories of mind as well as critical responses to these theories. They will become acquainted with the works of philosophers such as J.J.C. Smart, Gilbert Ryle, Ludwig Wittgenstein, Daniel Dennett, Patricia and Paul Churchland, Jerry Fodor, Fred Dretske, Hillary Putnam, and others. We will address questions such as whether we can know there are other minds, whether mental states are identical or reducible to brain states, how it is that our thoughts can be about anything at all, whether there is a "language of thought", and whether our ordinary talk about mental events genuinely explains human actions. Prerequisite: One previous course in Philosophy, Psychology major, Neuroscience 200 or consent. (Fall) **4**

Intermediate Topics Seminar in Philosophy (PHIL-291) An inquiry into issues and problems that are now at the center of philosophical attention. Topics vary from semester to semester in accordance with current interests of students and faculty. Prerequisite: One previous course in Philosophy or consent. (Not offered 2012-2013) **4**

Intermediate Topics Seminar in Philosophy (PHIL-292) An inquiry into issues and problems that are now at the center of philosophical attention. Topics vary from semester to semester in accordance with current interests of students and faculty. Prerequisite: One previous course in Philosophy or consent. (Not offered 2012-2013) **4**

Topics in the History of Philosophy (PHIL-293) This course provides a venue in the curriculum for topical seminars dealing with major figures and problems in the history of philosophy. Prerequisite: One previous course in Philosophy or consent. (Not offered 2012-2013) **4**

Topics in Ethics (PHIL-294) This course provides the opportunity for topical seminars on major issues in ethical theory. Prerequisite: One previous course in Philosophy or consent. Topic 2012-2013: Contemporary Aristotelian Moral Theory: MacIntyre & Nussbaum. (Spring) **4**

Topics in Social and Political Philosophy (PHIL-295) This course provides a venue in the curriculum for topical seminars dealing with major issues in social and political theory. Prerequisite: One previous course in Philosophy or consent. (Not offered 2012-2013) **4**

Topics in Contemporary Philosophy (PHIL-296) This course provides the opportunity for topical seminars on major issues and debates in contemporary philosophy. Prerequisite: One previous course in Philosophy or consent. 2011–2012 topic: "Distributed Cognition." (Fall) **4**

Existentialism (PHIL-298) This course will involve a study and discussion of the basic concepts of Existentialism as they have developed primarily in the 19th and 20th Century "classics" of Existentialism - philosophical and other. Topics such as alienation and authenticity, freedom and responsibility, good faith vs. bad faith, rationality and the absurd, values and nihilism, God and meaninglessness, will be investigated. Selected literature from the philosophical and literary works of Tolstoy/Dostoevsky, Nietzsche, Kierkegaard, Sartre, Camus, and Tillich will form the basis for our inquiry and discussion. Students will be expected to use the course both to become closely acquainted with the philosophy of Existentialism and to confront and clarify some of the fundamental issues and value concerns of their existence. Prerequisite: One previous course in Philosophy or consent. (Not offered 2012-2013) **4**

Intermediate Topics in Philosophy (PHIL-299) A general category used only in the evaluation of transfer credit. **1-4**

Metaphysics (PHIL-305) Metaphysics is often regarded as the foundation of philosophy. To think metaphysically is to think rigorously about the ultimate nature of reality. This course is an examination of a variety of metaphysical problems, including personal identity, mind, causation, space, time and human freedom. Readings will include a mixture of contemporary and classical sources including Plato, Hume, Leibniz, Schopenhauer, Ayer, Ryle, Moore and others. Prerequisite: PHIL 200. (Fall) **4**

Theories of Knowledge (PHIL-306) An inquiry into the meaning, possibility, conditions, criteria, and types of truth and/or knowledge, and a discussion of representative theories of knowledge. The class will aim to achieve clarity in respect to both classical and contemporary approaches to the problem of knowledge. The adequacy of those approaches will be assessed. Prerequisite: PHIL 200. (Not offered 2012-2013) **4**

Metaethics (PHIL-321) We spend much of our time trying to answer such questions as: How ought we to act? What should we value? and What type of person should we be? But, it seems right that we can evaluate our answers to these questions and decide among them only if we correctly answer another set of questions first. For instance, how can we know what we should value unless we understand what values are, whether they exist and whether we can know them if they do? How can we know how we ought to act if we do not know what it means for an act to be morally good or why we are even obligated to do what is morally good in the first place? This course will pursue answers to this other set of questions. It will inquire into the nature of ethical statements, properties, judgments and attitudes. As such, it will draw on many other areas of philosophy, including epistemology, metaphysics and the philosophy of language. Prerequisite: PHIL 200. (Not offered 2012-2013) **4**

Theories of Justice (PHIL-326) This course will focus on contemporary work in political philosophy concerned with justice, including the work of philosophers such as Rawls, Dworkin, Nozick, Young, MacIntyre, Sandel, Nussbaum, and Habermas. We will examine questions such as: What is justice? Can it be defined independently of consideration of what the "good" is for human beings? Is justice possible in a society marked by significant religious, ethnic, cultural or other sorts of pluralisms? What is the relation between justice and nationhood, and what can be said about justice between nations? How is justice connected to social equality, and to liberty? What is meant by economic justice? What is the relation between justice and democracy? The course will examine contemporary philosophical debates about these questions, in order to help students think critically about the issue of justice in the context of the pressing real world issues in which such questions play a crucial role. Prerequisite: PHIL 200. (Not offered 2012-2013) **4**

Nineteenth-Century Philosophy (PHIL-330) This course examines some of the most important developments in European philosophy during the nineteenth century. Figures to be read may include Hegel, Marx, Kierkegaard, Schopenhauer, Nietzsche, Mill, Frege, and others. Prerequisite: PHIL 200. (Not offered 2012-2013) **4**

History of Analytic Philosophy (PHIL-333) The course will trace the roots of Analytic Philosophy from its beginnings in the work of Bertrand Russell and G.E. Moore (and their rejection of 19th Century British Idealism), through its development by the members of the Vienna Circle (the Logical Positivists), and later by Ryle, Wittgenstein, Strawson, Quine, Sellars, and others. The aim will always be to understand the substantive concerns of the movement along with its methodology. Thus, the class will confront some of the central issues in Epistemology, Metaphysics, Ethics, Philosophy of Language, and Philosophy of Science as they have been treated by analytic philosophers. Prerequisite: PHIL 200. (Not offered 2012-2013) **4**

History of Continental Philosophy (PHIL-334) This course traces the development of Continental Philosophy from 1900 to the present, including the phenomenological movement of Husserl, Heidegger, Sartre, and others; the neo-Marxism of the Frankfurt School and Habermas; the hermeneutics of Gadamer and Ricoeur; and the post-structuralism of Foucault, Derrida, and others. Prerequisite: PHIL 200. (Spring) **4**

Philosophy of Language (PHIL-360) The nature of language and meaning has been a pivotal concern of twentieth-century philosophers. This course will consider questions such as: What is a language? What is it for a word to have meaning? How is communication possible? Are meanings "in the head"? What is the relation between language and thought? This course will address topics such as reference, the role of speaker intentions, and the indeterminacy of translation. Students will be introduced to several strands of philosophy of language such as formal semantics and ordinary language philosophy, and will become familiar with the writings of philosophers ranging from Frege, Russell, and Wittgenstein to Quine, Austin, Putnam, Searle, Chomsky, Davidson, and others. Prerequisite: PHIL 200. (Not offered 2012-2013) **4**

Directed Study (PHIL-361) 1-4

Directed Study (PHIL-362) 1-4

Independent Study (PHIL-363) 1-4

Independent Study (PHIL-364) 1-4

Advanced Topics Seminar in Philosophy (PHIL-391) An inquiry into issues and problems that are now at the center of philosophical attention. Topics vary from semester to semester in accordance with current interests of students and faculty. (Not offered 2012-2013) **4**

Advanced Topics Seminar in Philosophy (PHIL-392) An inquiry into issues and problems that are now at the center of philosophical attention. Topics vary from semester to semester in accordance with current interests of students and faculty. (Not offered 2012-2013) **4**

Advanced Topics in Philosophy (PHIL-399) A general category used only in the evaluation of transfer credit. **1-4**

Seminar in Philosophy (Junior/Senior Seminar) (PHIL-431) An intensive study in a major figure in philosophic thought. The topic varies from semester to semester, depending upon the needs of the students and the interests of the Department. Recent seminars have dealt with Aristotle and Aquinas, Wittgenstein, Kant, Putnam and Rorty, Hume, and Heidegger. Prerequisite: PHIL 200 and junior/senior standing or consent. Topic Fall 2012: Smith & Hume. Topic Spring 2013: Foucault. (Both semesters) **4**

Senior Symposium (PHIL-440) In the spring semester, senior philosophy majors orally present a paper in a symposium format to their peers and to philosophy faculty. The 12-page paper is the result of a year-long project. Students are also required to act as commentators for one other senior paper and to participate fully in all paper sessions. **1**

Senior Research (PHIL-451) 4

Senior Research (PHIL-452) 4

Philosophy, Politics and Economics (PPE)

Faculty

Committee: Professors Eric Boehme, Quentin Duroy, Jonathan Maskit (Director).

Faculty: Robin Bartlett (Economics), Jessica Bean (Economics), Sohrab Behdad (Economics), Eric Boehme (Political Science), David Boyd (Economics), Laura Boyd (Economics), Alexandra Bradner (Philosophy), Michael Brady (Political Science), Theodore A. Burczak (Economics), Katy Crossley-Frolick (Political Science), Sue Davis (Political Science), Paul Djupe (Political Science), Quentin Duroy (Economics), Barbara Fultner (Philosophy), Fadhel Kaboub (Economics), Andrew Katz (Political Science), Nakul Kumar (Economics), Ross LaRoe (Economics), Songhua Lin (Economics), Anthony Lisska (Philosophy), Timothy Miller (Economics), Gladys Mitchell-Walthour (Political Science), Jonathan Maskit (Philosophy), John McHugh (Philosophy), Mark Moller (Philosophy), Tina Pierce (Political Science), James Pletcher (Political Science), Steven Vogel (Philosophy), Andrea Ziegert (Economics)

Departmental Guidelines and Goals

The PPE Program enables students to pursue a rigorous course of studies exploring the important historical, methodological, and theoretical interconnections among the three indicated fields of study. It is designed, specifically, to meet the needs of students seeking to understand the theoretical foundations of political and economic thought.

The PPE Program is overseen by the PPE Committee comprising one faculty member from each of the PPE departments. Each PPE major must choose a member of the PPE Committee to serve as his or her PPE advisor. The PPE Committee (as a whole) must approve the individual program of each PPE student. Students wishing to pursue a PPE major should contact one of the PPE Committee members listed above.

PPE Major

The course requirements for the PPE Program are divided into three sections, 1) Core Courses [12 courses], 2) Electives [5 courses], and 3) Senior Research [one semester]. Core courses are chosen to provide students with a grounding in each of the three disciplines; electives allow each student to concentrate upon a specific area or topic of interest; and the senior research project provides a culminating experience allowing students to draw together their work in the three disciplines. In effect, the PPE major is a double major distributed across three departments.

Core Courses

Philosophy

121 Ethics: Philosophical Consideration of Morality
126 Social and Political Philosophy
200 Philosophical Studies
250 Philosophy of Law *or* 294 Topics in Ethics *or* 295 Topics in Social and Political Philosophy *or* 321 Metaethics *or* 326 Theories of Justice

Political Science

110 American Political Behavior and Institutions
120 Politics in Democratic States
180 Introduction to Political Theory *or* 284 Introduction to American Political Theory*
382 Modern Political Theory *or* 383 Contemporary Political Theory

*Please note that PPE students who have not fulfilled POSC-201 "Analyzing Politics" should request permission from the instructor to register for POSC-284.

Economics

101 Introductory Macroeconomics
102 Introductory Microeconomics
301 Intermediate Macroeconomics *or* 302 Intermediate Microeconomics
401 History of Economic Thought I *or* 402 History of Economic Thought II

Electives A student must select five additional advanced courses in at least two of the three departments. The courses which satisfy this requirement must be approved by the PPE Committee. Under special circumstances, and with the approval of the PPE Committee, a student may be permitted to fulfill up to two of his or her elective requirements with courses outside of the Political Science, Economics, and Philosophy departments. It is the responsibility of each student's PPE advisor and, ultimately, the PPE Committee, to see that the student's course of study realizes the overall goals of the PPE Program.

Senior Research In addition to completing the course sequence indicated above, each PPE student must complete at least one semester of senior research culminating in a senior research project linking the three areas.

PPE Proposal Each prospective PPE student must submit a formal PPE proposal by March 15 of his or her sophomore year, indicating a general topic or theme that will serve as the focus of the major, and proposing a program of study that includes specific plans as to which core courses and which electives will count towards the major. This proposal must be approved by the PPE committee before the student registers for the junior year.

Physical Education

Faculty

Nan Carney-DeBord, Director and Department Chair, Athletics, Physical Education and Recreation

Lynn Schweizer, Associate Director of Athletics, Physical Education and Recreation

Sara Lee, Assistant Director of Athletics

Professor Nan Carney-DeBord; Associate Professors Brian Hortz, Sara Lee, Gregg Parini, Lynn Schweizer, Eric Winters; Assistant Professors Michael Caravana, Michael Deegan, Mark FitzPatrick, Bob Ghiloni, Jack Hatem, Gail Murphy, Tiffany Ozbun, Kristin M. Ramey, Rob Russo, Lynsey Whisner; Academic Administrative Assistant Cindy Londot

IN THAT THE ATHLETIC TRAINING EDUCATION PROGRAM (ATEP) CERTIFICATION IS BEING PHASED OUT OVER THE NEXT FOUR YEARS, STUDENTS MARTICULATING AFTER THE 2012-2013 ACADEMIC YEAR WILL NO LONGER BE ALLOWED TO SELECT THIS CERTIFICATION. THE ATHLETIC TRAINING MAJOR REMAINS AVAILABLE.

Departmental Guidelines and Goals

Through the unique contribution of the programs of the Department of Athletics, Physical Education and Recreation, our mission is to provide men and women the opportunity for growth and development in their intellectual, physical and social lives.

All 100-level Physical Education activity classes/intercollegiate sports are offered for S/U credit. A student may count toward graduation no more than four credits for participation experiences that are credited S/U, unless such credits in excess of four are required for the student's major or minor.

One and two credit hour activity courses are offered for 14 weeks during the 1st and 2nd semester. Seasonal sport activities are offered for 7 weeks each quarter for 1/2 credit.

Athletic Training Major

For further information, consult Athletic Training, page 38.

Course Offerings

Swim for Fitness (PHED-106) This class is designed for the student who wants to learn, firsthand, the benefits and methods of aquatic conditioning. After completing this course, the participant will have the knowledge necessary to organize a personal conditioning program for lifetime fitness. The student should have a basic skill level in swimming. **.5**

Golf (PHED-120) For players on every level. An introduction to the techniques and rules required for participation in the sport of golf. (Offered first quarter, fall semester) **.5**

Racquet Sport (PHED-131) This class will involve the three sports of tennis, racquetball and squash. The primary focus will be on tennis for the first half of the semester, and then racquetball and squash for the second half. During an inclement weather day, the outdoor tennis instruction may be changed to indoor squash or racquetball. (Offered fall semester) **1**

Badminton (PHED-133) Learn, understand and execute the rules and techniques of Badminton. (Offered fall and spring semester) **1**

Soccer (PHED-151) For players on every level. Students will learn basic skills, rules and strategy and apply them during game situations. (Offered spring semester) **1**

Basketball (PHED-154) For players on every level. Students will learn the basic skills, rules and strategy and apply them during game situations. (Offered spring semester) **1**

Floor Hockey (PHED-158) Students will learn the basic skills, rules and strategy, and apply them in game situations. No previous experience necessary. **.5**

Speed and Agility Training (PHED-159) This course is intended for any intercollegiate, intramural, or recreational athlete interested in increasing athletic performance and decreasing the chance of injury through an integrated performance enhancement training system. The course will address four major areas to improve athletic speed and agility including but not limited to: general physical preparedness and work capacity, core stabilization and extremity proprioception, muscular force production, and neurological/biomechanical efficiency. At the conclusion of the course, the student should be able to give examples of and effectively perform the following activities: dynamic flexibility; warm-up routine; rapid, short, and long response drills for vertical, linear, lateral, and multi-planar movements; upper and lower body plyometric and ballistic movements; linear, lateral, change of direction; and acceleration speed enhancement drills; and static proprioceptive neuromuscular facilitation (PNF) stretching. (Offered fall and spring semesters) **.5**

Lifetime Fitness (PHED-160) This course will provide the students with exposure to various means by which to become aerobically fit. Some examples include taebo, Windsor Pilates, and aerobics. Aerobic exercise and aerobic fitness, as well as nutrition and basic health and fitness concepts will also be introduced as they relate to "Lifetime Fitness." (Offered fall and spring semesters) **1**

Strength Training (PHED-161) Students will learn and practice the principles of progressive resistance exercise, with an emphasis on safety factors; warm-up and stretching; selection of exercises and equipment; and the variation of sets and repetitions performed. Nutrition as it relates to strength training will also be covered. (Offered fall and spring semesters) **1**

Introduction to Taekwondo (PHED-166) This is a basic level self-defense course in which students will learn the fundamental kicking and punching skills of Taekwondo. A large portion of the class will involve conditioning. Fee: $45.00 for equipment. (Offered fall semester) **2**

Strength Training for Athletic Performance (PHED-168) This course is designed to accommodate experienced lifters with the desire to learn and apply advanced training methodologies. Students will be able to apply a variety of effective resistance training principles to their personal strength training program. The student will become efficient at predominantly free weight and bodyweight exercises including Olympic style weightlifting, traditional power lifting, and strongman event type training. This course is intended for any intercollegiate, intramural or recreational athlete interested in increasing athletic performance and decreasing the chance of injury through an integrated performance enhancement training system. The first objective is to increase the student's chances of having success on the field or court. (Offered fall and spring semesters) **.5**

Run for Your Life (PHED-171) This class is designed for the student who wants to prepare for an endurance race. Students learn how to train properly and effectively. Topics covered during the course are: equipment, hydration, stretching, cross-training, speedwork and injury prevention. After completing this course the participant will have the opportunity to run in a 5K, 10K or half marathon. (Offered fall and spring) **1**

First Aid and CPR (PHED-172) It is expected that students will master the techniques and skills that are associated with the primary and secondary injury survey, immediate care, basic life support, and injury stabilization. Students who master the standards will receive American Red Cross certification in first aid and CPR. Students who expect to major in athletic training must complete the CPR for the professional rescuer prior to the conclusion of their first-year. (Offered fall and spring semesters) **1**

Recreational Sports (PHED-174) For players on every level. Students will learn and practice the basic skills, rules and strategies of a variety of indoor/outdoor sports. (Offered spring semester) **1**

Introduction to Yoga (PHED-175) This course is designed for students who are interested in deepening their understanding of the science of yoga. Lecture and discussion will include the history, philosophy and practice of classical yoga and its overall health benefits. In-class postures, breathing and relaxation techniques will be explored in order to provide a personal experience of this ancient healing practice. (Offered fall semester) **2**

Varsity Cross Country (Women's) (PHED-179) 1

Varsity Baseball (Men) (PHED-180) 1

Varsity Basketball (Men) (PHED-181) 1

Varsity Cross Country (Men) (PHED-182) 1

Varsity Football (Men) (PHED-183) 1

Varsity Golf (Men) (PHED-184) 1

Varsity Lacrosse (Men) (PHED-185) 1

Varsity Soccer (Men) (PHED-186) 1

Varsity Swimming & Diving (Men) (PHED-187) 1

Varsity Tennis (Men) (PHED-188) 1

Varsity Indoor/Outdoor Track (Men) (PHED-189) 1

Varsity Basketball (Women) (PHED-190) 1

Varsity Softball (Women) (PHED-191) 1

Varsity Field Hockey (PHED-192) 1

Varsity Lacrosse (Women) (PHED-193) 1

Varsity Swimming and Diving (Women) (PHED-194) 1

Varsity Tennis (Women) (PHED-195) 1

Varsity Indoor/Outdoor Track (Women's) (PHED-196) 1

Varsity Volleyball (Women) (PHED-197) 1

Varsity Soccer (Women) (PHED-198) 1

Varsity Golf (Women) (PHED-199) 1

Red Cross Lifeguard Training (PHED-201) This course is designed to certify students in CPR-PR, first aid and American Red Cross Lifeguard Training. Certification may qualify students for employment as a lifeguard at pools and camps. (Offered spring semester) **2**

Water Safety Instructor (PHED-202) The purpose of this course is to train instructor candidates to teach water safety, including the Basic Water Rescue and Personal Water Safety courses, six levels of Learn-to-Swim, three levels of Preschool Aquatics and two levels of Parent and Child Aquatics. Prerequisites for the course include: the candidate must be 16 years of age and be able to swim at least 300 yards demonstrating three of the following six swimming strokes: freestyle, backstroke, breaststroke, butterfly, sidestroke and/or elementary backstroke. Students will learn strategies for teaching basic swimming skills, as well as learn to effectively plan, manage and teach safe swimming lessons. The course includes a 16-hour field experience teaching swimming lessons to faculty and staff children. Successful completion of the course will lead to American Red Cross Certification in Water Safety Instructor. **2**

Skin and Scuba Diving (PHED-203) Successful completion of this course will lead to national certification as a PADI Open Water Diver. Students must furnish mask, fins and snorkel which can be obtained from Discover Diving. Prerequisites: Above average swimming skills, good physical condition, free of chronic sinus or ear conditions and asthma. Fee: $210, which includes text, diving tables, diving log, pool rental, and use of scuba equipment. (Offered spring semester) **2**

Applied Anatomy (PHED-204) An in-depth study of the organization and function of anatomical structures within the human body. Topics include: skin, connective tissue, nervous, musculature, skeletal, digestive, respiratory, cardiovascular, endocrine, and urinary systems. Students who expect to major in athletic training must complete this course prior to the conclusion of their first-year. Fulfill G.E. Social Science. (Offered spring semester) **4**

Intermediate Topics in Physical Education (PHED-299) A general category used only in the evaluation of transfer credit. **1-4**

Principles of Strength Training and Condition (PHED-315) This course will explore the scientific principles, concepts and theories of strength training and conditioning. The student will study the principles founded in the exercise sciences and examine how they can best be applied in designing effective and safe strength and conditioning programs. (Offered spring semester) **4**

Women in Sport (PHED-320) This course is designed to give students a comprehensive look at women in sport: past, present and future. This course will examine, analyze and synthesize the issues surrounding women. Each topic will be studied through readings, films, class discussions and reflect sport from historical, psychological, sociological, physiological, political and philosophical perspectives. This course satisfies the G.E. Minority/Women's Studies requirement. Cross-listed with WMST 320. (Spring) **4**

Psychology of Sport (PHED-325) This course will explore the theoretical and empirical research pertaining to the psychological determinants of athletic performance. Areas of interest include the history of sport psychology, personality, motivation, goal setting, fundamental beliefs, anxiety, causal attribution, communication and intra-term dynamics. The culminating experience of the course is a major paper in which students are expected to apply theory and research into a practical setting as they design a program to help improve some aspect of their athletic performance or promote an injured athlete's psychological well being during rehabilitation. Class includes a lab designed to be a setting in which students gain field experience through the practical application of the theories of sport psychology. Fulfills G.E. Social Science. (Offered fall semester) **4**

Contemporary Issues in Physical Education, Health and Sports (PHED-328) This course is designed to provide students with an overview of the major issues in the world of contemporary sports. Most primary issues impacting contemporary sports are covered including gender inequity, race and ethnicity, youth, adolescent, college, and professional sports, media involvement, economics of sport, etc. (Offered fall or spring semester) **3**

Basic Athletic Training (PHED-340) This course is designed to present introductory material that pertains to the study of athletic training. Material presented during lecture and laboratory experiences include: organization of the athletic training profession, functions of and interactions between medical and allied health professions, medical terminology, common medical conditions, principles of fitness, and methods by which athletic injuries are stabilized using tape and braces. Laboratories involve the teaching, demonstration, and mastery of taping, bracing, and splint construction. This class must be completed prior to the completion of the student's first-year if the student desires to major in athletic training. Three class periods and one laboratory weekly. (Offered fall semester) **4**

Personal and Community Health (PHED-344) A study of the biological, psychological, and sociological data underlying a full spectrum of health related behaviors. A variety of topics including physical health, sexual habits and health, drug and alcohol use and family dynamics will be covered. In addition, students will complete a number of self-assessments with respect to their related behaviors. (Offered fall semester) **3**

Nutrition (PHED-345) This course is designed to present the foundation of nutrition as it relates to physical education, athletics and the active population. The student will study the physiological processes involved in nutrition, as well as healthy eating habits, nutritional programming, and the disorders involved in the nutritional realm. Prerequisite: PHED 344, Personal and Community Health. (Offered spring semester) **4**

Physical Education Practicum (PHED-350) This course provides the opportunity to gain practical experience working in various professional settings in the field of Physical Education. This course is graded S/U. Students will meet with a faculty member from the Department of Physical Education who will become the practicum instructor. If students plan to complete the practicum with an outside agency, it is recommended that arrangements be made in regard to field placement site prior to final registration. For details regarding this procedure, see the course instructor prior to pre-registration. Consent of the instructor is required for enrollment. The different types of practicums are Physical Education. Practicums may involve field experience which may be arranged in coaching, teaching, sports management, sports administration, etc. Athletic Training I (offered fall), Athletic Training II (offered spring), Athletic Training III (offered fall), Athletic Training IV (offered spring), Athletic Training V (offered fall), Athletic Training VI (offered spring). **.5-3**

Directed Study (PHED-361) 1-4

Directed Study (PHED-362) 1-4

Independent Study (PHED-363) 1-4

Independent Study (PHED-364) 1-4

Coaching Methods (PHED-375) This course will introduce students to the art and science of coaching. Students will explore different coaching philosophies and the principles of effective coaching. Coaching student athletes of different race and gender will also be explored. Proper communication skills, sport pedagogy and sport physiology will also be presented. Students will read about different coaches that are leaders in their sport, and compare their methods to coaching. Students will discuss motivational strategies and current issues and trends in coaching athletes of all ages. **4**

Therapeutic Modalities in Athletic Training (PHED-420) This lecture/laboratory course is designed to present the foundation of therapeutic modalities that are common to the area of injury/illness rehabilitation. Among the topics included in lecture and laboratory experiences are: biologic process of wound healing, thermal agents, cryotherapy, hydrotherapy, ultrasound, therapeutic drugs, and transcutaneous electrical nerve stimulation. This course includes one laboratory session each week during which students will demonstrate the therapeutic techniques discussed in lecture. Fulfills R requirement/Oral Communication. (Offered fall semester) **4**

Therapeutic Exercise in Athletic Training (PHED-421) This lecture/laboratory course is designed to present the foundation of therapeutic exercises that are common to the area of injury rehabilitation. Among the topics included in lecture and laboratory experiences are: range of motion, resistance exercise, stretching, joint mobilization, and neuromuscular control. This course includes one laboratory session each week during which students will demonstrate the therapeutic techniques discussed in lecture. (Offered spring semester) **4**

History and Philosophy of Physical Education, Health and Sport (PHED-429) This course will examine the historical foundations of physical education, health and athletics through a study of the development of each area from early cultures to the present. Students will be introduced to the different philosophical theories that have influenced the profession and will start to develop their own philosophy. Students will discuss moral reasoning and ways to develop principles that will help preserve ethical values in sport. The psychological, sociological and cultural aspects of sport will be reviewed with an emphasis on the principles and ideas of the leaders who helped shape the profession. Fulfills G.E. Social Science. (Offered FYS 102 on even years) **4**

Organization and Administration of Athletics and Physical Education (PHED-430) Students will study the administration of athletics, physical education and club/intramural sports. Students will be introduced to the various means of structuring an organization in order to achieve the objectives of physical education and athletics. The course will cover budget and various management functions, as well as the essential elements of leadership needed for the efficient administration of sport related programs. (Offered spring semester) **4**

Athletic Training Administration (PHED-435) Material is presented within this class that pertains to the knowledge associated with the administration of health care settings. Topics included within this course are: medical planning, injury risk reduction, and health insurance. Additional topics include: facility planning, employment and common budgeting practices. (Offered spring semester) **4**

Exercise Physiology (PHED-438) The primary purpose of this course is to study the effects of physical activity on human physiology. Various forms of exercise will be considered relative to both their immediate and long-range effects. Topics include history; stress and general adaptation syndrome; stress in relation to exercise and the endocrine system; motor activity; skeletal muscle structure and function; energy metabolism and recovery; and principles of conditioning and the training effects. (Offered fall semester) **3**

Kinesiology (PHED-439) This course is a study of the anatomical and mechanical fundamentals of human motion. The course will examine various joint systems in the body with an emphasis on the forces and biomechanical factors that operate on the muscles, connective tissue and bones in each joint system. Sports specific movements and injury risk factors will also be discussed. Prerequisite: PHED 204. (Offered spring semester) **3**

Orthopedic Injury and Illness Assessment (PHED-441) This lecture/laboratory course provides an opportunity for students to comprehend and master the techniques by which orthopedic injuries and common illnesses are evaluated by health care professionals. Each week students are presented with one laboratory session in which the evaluative techniques discussed during lecture are demonstrated and mastered. Prerequisite: PHED 204. (Offered fall semester) **4**

Senior Research (PHED-451) 4

Senior Research (PHED-452) 4

Physics

Faculty

Associate Professor Daniel C. Homan, Chair

Professors Steven D. Doty, N. Daniel Gibson, C. Wesley Walter; Associate Professors Kimberly A. Coplin, Daniel C. Homan; Assistant Professors Steven Olmschenk, Riina Tehver; Technician/Machinist David Burdick; Academic Administrative Assistant Beth Jeffries

Departmental Guidelines and Goals

The study of physics is a challenging and intellectually rewarding activity elected by those who seek to sharpen and broaden their appreciation and understanding of the physical world and their relationship to it. To this end, courses offered by the Department of Physics and Astronomy are designed to bring the student to an increasingly independent level of investigation in experimental and theoretical physics, and to a level of sophistication commensurate with his or her motivation, goals, and abilities.

A major in Physics, in addition to preparing students for professional work including secondary school teaching, has proven desirable for those preparing for careers in engineering, medicine, business, computer science, law, and industrial management. Sufficient flexibility exists in the major program to suit the needs and goals of the individual.

For off-campus research opportunities in Physics, see the Oak Ridge Science Semester described at www.orss.denison.edu.

Physics Major

A student desiring to major or minor in Physics, or minor in Astronomy, should consult early with a member of the Department. The requirements for the major in Physics include Physics courses, Math courses, and the comprehensive experience, as discussed below:

I. Physics courses - The B.A. degree requires Physics 125, 126, 127, 200, 201, 211, 305, 306, 312, and two semesters of 400 (1 credit each). The B.S. degree requires all requirements for the B.A. degree plus two additional Physics courses: 330 and one additional Physics or Astronomy course at the 200 level or above. (Students who have taken Physics 121-2 should consult with the chair about Physics course requirements.)

II. Math courses - The B.A. degree requires Math 123 and 124. The B.S. degree requires Math 123 and 124, as well as one additional Math class at the 200 level or above.

III. Comprehensive experience - Both the B.A. and B.S. degrees require successful completion of the comprehensive experience including: (1) satisfactory performance on an independent research project; and (2) a passing grade on the physics comprehensive examination, normally administered during the senior year.

In addition, majors normally are expected to become proficient in computer programming and data processing.

Students preparing for graduate work in Physics, Astronomy, or related fields are advised to elect the B.S. degree in Physics. Additional courses taken in other science departments (Biology, Chemistry, Computer Science, Geosciences, Math) are desirable.

Physics Minor

A minor program in Physics is designed to be flexible and to complement the student's major program. The student, in consultation with the Physics and Astronomy Department, will develop a minor program that will broaden and enhance both the liberal arts experience and the student's major program. The minor shall include: Physics 125, 126, 127, and Mathematics 123 and 124. (Students who have taken Physics 121-2 should consult with the chair about requirements.) In addition, three courses at the advanced level (200 and above) in Physics are required for the minor. One of the three courses shall include a significant laboratory component. These courses will be selected to provide a perspective on the discipline with the specific needs of the student in mind. In addition to these requirements, a final culminating experience will be designed by the Department and the student. As an example, if the student's major requires a comprehensive exam, then additional questions from Physics might be included which would tend to integrate or connect the two disciplines. Another possibility might include an interdisciplinary research that bridges the major and minor areas.

Major in Physics (Geophysics Concentration)

The minimum requirements for this program are Physics 125, 126, 127, 211, 305, 306, 312g, Math 123 and 124, Geosciences 111 (or an equivalent introductory course), 210, 211, and two 300-level courses (chosen in consultation with the Geosciences chair), and the physics comprehensive examination. In addition, an independent comprehensive project (experimental or theoretical) is required. Students with an interest in geophysics should consult with the Physics and Geosciences chairpersons not later than their sophomore year.

Additional Points of Interest

Engineering Denison offers the opportunity to study engineering via three-two dual degree programs undertaken in cooperation with leading schools of engineering. Students interested in these programs should consult early with the Physics Department chair. Additional details can be found in this catalog under Pre-Professional Programs.

Safety Glasses Certain courses in this department require the use of safety glasses. A full statement on the use of safety glasses is available at Safety Glasses Requirement, page 268.

Course Offerings

Current Topics in Physics (PHYS-100) Designed principally for students not contemplating a major in the sciences, but who nevertheless wish to develop their ability to figure things out about the physical world for themselves. Recently, the course has focused on the physics of societal concerns such as energy and the environment. The laboratory, an integral part of the course, will serve to introduce the student to the observation, measurement, and analysis of phenomena directly related to topics studied in the course. Open to seniors by consent only. Mathematical preparation is assumed to include high school algebra and geometry. (Not offered every year) **4**

General Physics I (PHYS-121) This calculus-based course is designed to provide a thorough quantitative coverage of the foundations and concepts of Physics and its approach toward an understanding of natural phenomena. Newtonian Mechanics and Dynamics are covered. Four lectures and one two-hour laboratory each week. Safety glasses used. Prerequisite: Math 121 or 123 or concurrent. (Fall Semester) **0-4**

General Physics II (PHYS-122) This calculus-based course is designed to provide a thorough quantitative coverage of the foundations and concepts of Physics and its approach toward an understanding of natural phenomena. The course includes electricity and magnetism and an introduction to the Physics of the 20th Century. Four lectures and one two-hour laboratory each week. Safety glasses used. Prerequisite: PHYS 121. (Spring Semester) **4**

Principles of Physics I (PHYS-125) This course is designed for first-year students who intend to major in physics or pre-engineering. The goal of Physics 125 is to stimulate interest in physics by exposing students to topics that are at the current frontiers of physics and to help students develop quantitative reasoning and analytical skills that are necessary for further study in physics. Topics possibly covered include relativity, particle physics, cosmology, QED, and basic quantum mechanics. The course is intended to help students make a smooth transition from high school math and physics courses to our Principles of Physics course (126-127). Three lectures and one 3-hour laboratory per week. Prerequisite: Math 121 or concurrent. (Fall Semester) **4**

Principles of Physics II (PHYS-126) This course is designed to provide a thorough quantitative understanding of the principles of physics and its approach toward investigating natural phenomena and the universe around us. This calculus-based sequence is primarily designed for those interested in physics, astronomy and pre-engineering. This course is also appropriate for those majoring in other physical sciences (see also Physics 121-122). Four lectures and one three-hour laboratory each week. Safety glasses used. Prerequisite: Physics 125, Math 123 or concurrent. (Spring Semester) **4**

Principles of Physics III (PHYS-127) This course is designed to provide a thorough quantitative understanding of the principles of physics and its approach toward investigating natural phenomena and the universe around us. This calculus-based sequence is primarily designed for those interested in physics, astronomy and pre-engineering. This course is also appropriate for those majoring in other physical sciences. (also see Physics 121-122). Four lectures and one three hour laboratory each week. Safety glasses used. Prerequisite: Physics 126 and Math 124 or concurrent. (Fall Semester) **4**

Introductory Topics in Physics (PHYS-199) A general category used only in the evaluation of transfer credit. **1-4**

Modern Physics (PHYS-200) A quantitative study of topics in modern physics including special and general relativity, atomic and nuclear physics, molecular and solid state physics, with particular emphasis on analytical techniques. Prerequisites: Physics 122 or 127, Physics 201 or consent. (Spring Semester) **4**

Applied Mathematics for Physical Systems (PHYS-201) A one semester overview of mathematics applied to physical systems, with extensive use of examples from introductory and intermediate physics. Topics covered will include operators, functions, vectors, complex numbers, integration, differentiation, geometry, differential equations, and linear algebra. The unity of linear systems will be emphasized, though non-linearity will also be discussed. Both hand- and computer-aided computation will be required. Prerequisites: Physics 121/126 and Math 124, or consent. (Spring Semester) **4**

Electronics (PHYS-211) A course in circuit design which emphasizes the use of linear and digital integrated circuits, transistors, and other solid state devices. Prerequisite: Physics 122 or 127 or consent. (Fall Semester) **4**

Geometrical and Physical Optics (PHYS-220) A study of the laws of reflection and refraction and their applications to lenses and mirrors; and a study of diffraction, interference, polarization, and related phenomena. This course normally will be offered in alternate years. The course includes a laboratory. Prerequisite: Physics 122 or Physics 127. (Not offered every year) **4**

Special Intermediate Topics in Physics (PHYS-245) This course provides a venue in which to explore chosen topics in physics at the intermediate level. Topics vary according to the interests of students and faculty. In some cases, the course may be repeated for credit. Prerequisites: Physics 126 and Math 124 or consent. (Fall semester) **4**

Intermediate Topics in Physics (PHYS-299) A general category used only in the evaluation of transfer credit. **1-4**

Physics Math Seminar (PHYS-300) 1

Classical Mechanics (PHYS-305) A course in classical mathematical physics designed to provide the student with a basic understanding of the methods and procedures of physical analysis. Prerequisite: Physics 127, Physics 201 or Math 231 or consent. (Fall Semester) **4**

Electricity and Magnetism (PHYS-306) A course in the theory of electromagnetic interactions, including the sources and descriptions of electric and magnetic fields, Maxwell's equations, and electromagnetic radiation. Prerequisite: 305 or consent. (Spring Semester) **4**

Experimental Physics (PHYS-312) A course in the theory and practice of physical research with emphasis on the understanding and use of present-day research instrumentation. Safety glasses used. Prerequisites: Physics 122 or 127, Physics 211 recommended. May be repeated once for credit. (Spring Semester) **4**

Thermodynamics (PHYS-320) Selected topics from thermodynamics, kinetic theory, and statistical methods. This course normally will be offered in alternate years. The course may include a laboratory. Prerequisite: 200. (Spring Semester) **4**

Introductory Quantum Mechanics (PHYS-330) A first course including solutions of the Schroedinger Equation for some elementary systems, followed by an introduction to the more abstract methods of Quantum Mechanics. Prerequisites: Physics 305-306, Physics 201 or Math 231 or consent. (Fall Semester) **4**

Advanced Topics (PHYS-340) Independent work on selected topics at the advanced level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit. Prerequisites: junior standing and consent of chairperson. **1-2**

Special Topics in Physics (PHYS-345) Topics will be chosen according to the interests of the staff member offering the course from such areas as energy, the solid state, laser physics, nuclear physics, astrophysics, geophysics and medical physics. The course normally will be offered on demand. May be repeated with consent of chairperson. Prerequisite: Physics 122 or 127 or consent. **4**

Directed Study (PHYS-361) Prerequisite: Consent of chairperson. **1-4**

Directed Study (PHYS-362) Prerequisite: Consent of chairperson. **1-4**

Independent Study (PHYS-363) 1-4

Independent Study (PHYS-364) 1-4

Advanced Topics in Physics (PHYS-399) A general category used only in the evaluation of transfer credit. **1-4**

Physics Seminar (PHYS-400) Current topics in physics. May be repeated. (Spring Semester) **1**

Advanced Dynamics (PHYS-405) A course extending the work of 305 to include the more general formulations of classical dynamics and to relate these to modern theoretical physics. Prerequisite: Physics 305 or consent. (Not offered every year) **3**

Electromagnetic Theory (PHYS-406) A course extending the work of 306 to include more general boundary value problems, additional implications of Maxwell's equations, and the wave aspects of electromagnetic radiation, including topics in modern physical optics. Prerequisite: Physics 306 or consent. (Not offered every year) **3**

Senior Research (PHYS-451) Prerequisite: Physics 312 or consent of chairperson. **4**

Senior Research (PHYS-452) Prerequisite: Physics 312 or consent of chairperson. **4**

Teaching Methods in Physics (PHYS-470) This course is designed to provide an understanding of the basic methods used to teach physics. This course is primarily for those majoring in physics, astronomy and pre-engineering. One-hour laboratory each week. Prerequisite: Physics 121-122 or 126. **1**

Political Science

Faculty

Associate Professor Sue Davis, Chair

Associate Professors Sue Davis, Paul A. Djupe, Andrew Z. Katz, James R. Pletcher; Assistant Professors Eric R. Boehme, Michael C. Brady, Katy Crossley-Frolick, Gladys Mitchell-Walthour; Visiting Assistant Professors Fred Lee, Tina D. Pierce

Political Science Major

For a major in Political Science, you need to complete nine courses (36 credit hours), only three of which may be at the 100 level and only two of which may be completed in an off campus experience. Political Science, as a discipline, is divided into four subfields:

I. Political Theory – focus on normative issues such as the purpose of government and notions of liberty, justice, and governance;
II. American Politics – seeks to explain political phenomena in the United States;
III. Comparative Politics – the study of domestic level politics around the world;
IV. International Relations – concentrates on the interaction between and among states as well as with transnational non-state actors.

We strongly encourage students to take courses in each of the four subfields for breadth and to develop depth of knowledge by choosing elective courses that create an area of expertise in one of the subfields.

All majors must take:

- one course in American Politics (course numbers ending with 01-19);
- one course in Political Theory (80-89);
- one course in either: Comparative Politics (20-39) or International Relations (40-59);
- POSC 201, Analyzing Politics. This course is the research methods course for the department and should be taken in your sophomore year.

- A second 200 level course (except 207, Constitutional Law). In order to further refine your research and writing skills in political science, we have designated a number of courses to follow up and expand on the skills taught in POSC 201. These courses have a substantive area in one of the four subfields of the discipline as well as a stronger focus on skills such as reading, writing, critical thinking, and research methodology/approaches. This course should be taken in the semester following POSC 201.
- POSC 491, Senior Seminar. Senior seminars are offered only in the fall semester each year and should be taken in your senior year, juniors may take a senior seminar if space allows.

Additional rules:

- A maximum of three 100 level courses may count towards the major;
- Students studying off campus may transfer a maximum of two major courses for a one semester off campus experience and three for a year long off campus experience;
- Neither directed study nor independent study courses may be used to fulfill major requirements;
- The two-semester senior research sequence counts as ONE course for the major.

Political Science Minor

A minor in Political Science is six courses (24 credit hours) and must include:

- one course in American Politics (course numbers ending with 01-19);
- one course in Political Theory (80-89);
- one course in either:Comparative Politics (20-39) or International Relations (40-59).

Additional rules:

- Neither directed study nor independent study courses may be used to fulfill minor requirements;
- Only two 100 level courses may count towards the minor.

Additional Points of Interest

The Richard G. Lugar Program in Politics and Public Service For further information, consult Lugar Program, page 155.

Other Programs The Political Science Department participates in the interdepartmental major in Philosophy, Politics and Economics (PPE). The department also participates in the interdisciplinary International Studies, Environmental Studies, Latin American & Caribbean Studies, Black Studies and Women's Studies programs.

Course Offerings

Selected Topics in American Politics (POSC-101) This course provides a venue in which to explore topics in American Politics at the introductory level. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit. **4**

Foundations of American Government (POSC-102) This course will lay the foundation for better understanding of contemporary American government and politics in the college coursework of our students. The purpose is to take a contemporary view of American politics to a more advanced level. In this course students will read and discuss Madison's journal of the Constitutional Convention, some of the state ratification debates, leading papers in the Federalist, and some of the Antifederalist arguments against adoption of the Constitution. In the process they will become familiar with federalism, national supremacy, consent of the governed, bicameralism, separation of powers, the size principle, and the importance that Madison and other founders attached to the diversity of interests and opinions in the extended republic of the United States. The course would also allocate time to the Bill of Rights. **4**

American Political Behavior and Institutions (POSC-110) Is democracy workable in the United States? Toward this end, in this introduction to American politics, we ask questions about the behavior of the political institutions and actors trying to influence them. Significant attention is paid to the mechanisms constructed by political institutions that create a tether between the interests of the American public and government. Emphasis will be placed on learning analytic skills through papers and exams. **4**

Politics in Democratic States (POSC-120) This course will introduce students to the politics of democratic states. Among the states considered in this course are: the United States, the United Kingdom, France, and Germany. Much of the course will focus upon politics and policies in individual countries, however, the course will also seek to compare political phenomena across states and look at some conceptual and theoretical issues that these systems have in common. **4**

Selected Topics in Comparative Politics (POSC-121) This course provides a venue in which to explore topics in Comparative Politics at the introductory level. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit. **4**

Introduction to the Politics of Developing States (POSC-122) In this course students will examine the history and politics of developing countries. How is power shared or not shared by the haves and have-nots? How do cleavages of religion, class, and gender shape politics in developing countries? We will first examine theories of development and democracy. Second, we will learn about varying political systems and compare these systems. Third, we will examine the methods undertaken by activists to participate in and develop their societies. At the same time we will examine efforts taken by political elites to develop their respective countries. Considering political upheavals or what some may term as revolutions in Tunisia, Egypt, and Libya, is true political development led by society, the state, or both? Why are some resource-rich countries considered developing? Examining the countries of Brazil, India, Egypt, South Africa, and Honduras, we consider both grassroots approaches to development as well as development led by state political actors. **4**

Introduction to International Politics (POSC-140) This course provides an introduction to both the language used to describe international politics and the ways relationships between actors on the world stage may be analyzed. Relying on history and contemporary events to illuminate key concepts, we cover the causes of war and peace, the role of economics in international affairs and the place of morality in statecraft. This course is recommended as preparation for advanced study in the areas of international relations and foreign policy. **4**

Selected Topics in International Politics (POSC-141) This course provides a venue in which to explore topics in International Politics at the introductory level. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit. **4**

Introduction to Political Theory (POSC-180) An introduction to the art and science of political philosophy. This class teaches the skills of making normative arguments in the context of understanding politics as purposive behavior. What should be the means and ends of government? What kind of government should we create, and how will power be distributed? How should we prioritize our commitments to ideas like order, justice, liberty, and equality? What role do our material realities, our economies and our culture play in the formation of our identities and our commitments? This course will link normative arguments to contemporary political and policy debates about the state and governing, rights, obligations, diversity and multiculturalism. **4**

Selected Topics in Political Theory (POSC-181) This course provides a venue in which to explore topics in Political Theory at the introductory level. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit. **4**

Introductory Topics in Political Science (POSC-199) A general category used only in the evaluation of transfer credit. **1-4**

Analyzing Politics (POSC-201) This course introduces students to the discipline of political science as a bridge to upper level courses. Basic definitions, fundamental concepts, and various approaches used in the empirical study of politics are discussed. The course acquaints students with how political scientists think about studying society and provides a basis for more sophisticated research and understanding of empirical political theory, as well as skills for systematically analyzing political and social issues. Students will explore and use statistics and quantitative methods in the lab to address substantive research questions. **4**

Constitutional Law and Its Practice (POSC-207) This course examines the basic principles of Constitutional law in the United States from an interdisciplinary perspective. This course examines important political and theoretical questions regarding the rule of law, interpreting the Constitution, and the role of the Supreme Court in the U.S. system of politics and government. This course also teaches the skills of practicing law, including analogizing cases using legal reasoning, writing legal briefs and presenting oral argument in a legal setting. All students are required to participate in the class practicum by competing with Denison's Moot Court team. This course has a substantial oral component and oral skills work and so satisfies the university's R requirement. **4**

Doing Political Science: American Political Behavior (POSC-213) This class should be taken immediately after you complete POSC 201, Analyzing Politics in your sophomore year. The 200 level "doing political science classes" are designed to focus on issues of method and writing skills expanding on what you learned about skills and methods in 201 and preparing you for upper division work in political science while also focusing on one of the major subfields of political science. This course focuses on the involvement of the public in American political processes. We will address such questions as: Why do citizens vote? For whom do they vote? How else do citizens involve themselves in the political process and why? What does the public think about political issues? What forces can change the nature, concerns, and behavior of the electorate? What are the prospects for a workable participatory democracy in America? The course is geared toward the conduct of statistically-based research on substantive problems in American political behavior. Prereq: POSC 110 and 201. **4**

Doing Political Science: Foreign Policy Formulation (POSC-214) This class should be taken immediately after you complete POSC 201, Analyzing Politics in your sophomore year. The 200 level "doing political science classes" are designed to focus on issues of method and writing skills expanding on what you learned about skills and methods in 201 and preparing you for upper division work in political science while also focusing on one of the major subfields of political science. This course provides an assessment of the domestic factors responsible for the formulation of U.S. foreign policy. We will examine four categories of internal sources that impact U.S. response to external phenomena. Topics for analysis include: the constitutional separation of powers, bureaucratic politics, the psychology of decision makers, as well as the role of interest groups, public opinion, and the news media in the formulation of foreign policy. Prereq: POSC 201 or consent of instructor. **4**

Doing Political Science: Ethnic Conflict (POSC-225) This class should be taken immediately after you complete POSC 201, Analyzing Politics in your sophomore year. The 200 level "doing political science classes" are designed to focus on issues of method and writing skills expanding on what you learned about skills and methods in 201 and preparing you for upper division work in political science while also focusing on one of the major subfields of political science. This course will help students analyze the nature of ethnic conflict, as well as understand why some multiethnic states avoid ethnic wars while other do not. We will primarily focus on ethnicities that inhabit the former Soviet space but will look at other groups as well as for a more nuanced view of "ethnic" conflict. Prereq: POSC 201 or consent of instructor. Prereq: POSC 201 or consent of instructor. **4**

Doing Political Science: Transitions to Democracy (POSC-232) This class should be taken immediately after you complete POSC 201, Analyzing Politics in your sophomore year. The 200 level "doing political science classes" are designed to focus on issues of method and writing skills expanding on what you learned about skills and methods in 201 and preparing you for upper division work in political science while also focusing on one of the major subfields of political science. The last quarter of the 20th century saw a sharp increase in the number of countries with democratic political systems. This course explores the politics and the circumstances of these transitions to democracy. It addresses questions such as: What accounted for this growth? Why the sudden and dramatic shift to democratic forms of governance? What did these transitions look like? Who were the key protagonists? The course examines several case studies from Latin America, Southern and Eastern Europe, Central America, Asia and Africa. Prereq: POSC 201. **4**

Doing Political Science: Introduction to American Political Theory (POSC-284) This class should be taken immediately after you complete POSC 201, Analyzing Politics in your sophomore year. The 200 level "doing political science classes" are designed to focus on issues of method and writing skills expanding on what you learned about skills and methods in 201 and preparing you for upper division work in political science while also focusing on one of the major subfields of political science. An introduction to the issues, debates and problems of American political theory. This course addresses the historical legacy of Puritan, republican, liberal, radical, and conservative traditions through a study of the primary texts of people like Mather, Jefferson, Madison, Tocqueville, Douglass, Stanton, Lincoln, Sumner, DuBois, Debs, Croly, FDR, King, or Reagan. We will also judge the debates about federalism, rights, popular sovereignty, slavery, and race during the colonial era, as well as the long term legacies of both industrial capitalism, and race, gender, and religious differences in the United States. Prereq: POSC 201. **4**

Intermediate Topics in Political Science (POSC-299) A general category used only in the evaluation of transfer credit. **1-4**

The American Presidency (POSC-306) This course focuses on the history of the presidency with particular attention to the origins, development, and exercise of executive powers. We also examine writings on the character, policies, reputation, and rhetoric of individual presidents; presidential management of the executive branch; and presidential leadership of Congress. Prereq: POSC 110. **4**

The Politics of Congress (POSC-307) The U.S. Congress is often considered the 'First Branch" of the federal government, and by its construction is easily the most complex. In this course we will consider the politics that underlie the development and operation of the contemporary Congress, detail the legislative process and its organization. We will consider how various institutions such as parties, committees, and procedures help legislators reach their goals and help solve problems such as collective action, voting cycles, and ambition. While we begin by looking at Congress at its inception and the electoral goals of members, the course will quickly move to the development of these institutions and in the early Twentieth Century (pre-1974) and their use today. Over the course of the semester, we will apply our institutional study of Congress to current events and through a multi-week simulation of the legislative process. Since many of the readings make use of existing quantitative data and existing research prior experience with this type of material at the level of POSC 201 or an equivalent is recommended. Prereq: POSC 110. **4**

Campaigns and Elections (POSC-309) This course examines the structure, strategy, and influence of federal campaigns and elections in the United States. With a focus on both Congressional and Presidential campaign contests the course explores topics such as primary and nominating politics, the role of money in elections, candidate selection, incumbency advantage, the influence of elections on voting behavior, campaign strategy, advertising, and election reform. Throughout the course we will apply the readings to analyze the current election cycle, historical trends, and election forecasting. In addition students will participate in a simulated campaign exercise. By the end of the semester students will complete a research paper investigating data related to congressional campaigns centered on questions raised by one or more of the topics covered in class. POSC 110 is a prerequisite for the course and POSC 201 is highly recommended. The course counts towards the fulfillment of Lugar Track I program requirements. Prereq: POSC 110. **4**

America in Vietnam (POSC-310) The seminar will illuminate the key controversies of the Vietnam experience and trace their persistence in American politics, foreign policy and military strategy. The course will trace the development of U.S. military and diplomatic policy regarding Vietnam, assess the various lessons attributed to the Vietnam experience, and consider how application of these lessons has altered American's attitudes toward interventionism. **4**

Political Organizations in the U.S (POSC-311) "Democracy is unthinkable save in terms of the parties." Yet, some, including the Founding Fathers, have been less sure of Schattschneider's truism, warning of the mischiefs of faction. Political organization, however, by most accounts has been the engine and structure of American democracy throughout its two centuries. Parties, interest groups, and social movements have formed and acted to create and insure that American democracy truly is of, by, and for the people. In the course, we will investigate the formation, maintenance, and death of political organizations, the effectiveness and representative nature of political organizations, the strategies and resources of organizations, as well as recent challenges by such factors as increased individualism, media, technology and money. Organizations considered may include: the Republican, Democratic, and third parties; major interest groups such as the Sierra Club, AARP, NRA, Christian Coalition, Chamber of Commerce, and unions; and social movements such as the women's, civil rights, and Christian conservative movements. Prerequisite: POSC 110. **4**

Religion and Politics in U.S. (POSC-312) This course offers an intensive analysis of the many connections between the American religious and political systems. Questions considered include whether religion is fulfilling its democratic responsibilities, the constitutional bounds of the relationship between church and state, the religious dimensions of American political behavior, religious influences on political institutions and decision makers, and religious interest group activity. Prereq: POSC 110. **4**

Topics in the Study of American Politics (POSC-319) This course provides a venue in which to explore topics in American Politics at the advanced level. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit. **4**

Politics of Russia (POSC-322) This course focuses on contemporary Russian politics. Because Russian politics cannot be understood in the absence of historical context, the course will devote some time to the Tsarist and Soviet periods. At least half of the course deals with the Russian Federation under presidents Yeltsin, Putin, and Medvedev. Constitutional debates, federalism, ethnic issues, political struggles, the Chechen war, changing relations with the U.S. and NATO, and more will be covered, as well as executive, legislative, and judicial institutions. **4**

Issues and Politics in Europe (POSC-323) This course will focus on contemporary issues and policy debates in European politics. We will look at a broader range of countries than POSC 120 including countries such as Poland, Spain, Denmark, the Czech Republic, and others. Some of the issues discussed could include: health care policies, minority rights and minority communities, energy politics, and more. The exact issues, policies, and countries will vary over time. **4**

Politics of Sub-Saharan Africa (POSC-324) This course explores contemporary issues in African political systems from a variety of theoretical perspectives. These issues include: political stability, democracy, economic development, and structural adjustment. No prior knowledge of Africa is required, but students should be prepared to read detailed analytic and historical contexts with a view to applying their insights to contemporary problems. **4**

Politics of the Environment (POSC-328) This course is about the theoretical, political, and practical problems associated with environmental action. Course materials analyze various theoretical perspectives on the relationship between humans and nature, and they illustrate how different ethics lead to widely different prescriptions for personal and political action. Course materials also offer examples of how environmental problems have in fact been addressed or not by governmental, non-governmental, and international institutions. This is not a course on the physical processes of environmental problems, but rather it emphasizes the political, economic, and theoretical contexts within which efforts are made to act on environmental threats. No prior knowledge of environmental or political science is required. However, students should be prepared to read and interpret detailed social science texts, to formulate and articulate cogent arguments, and to conduct independent research. **4**

Radical Right Parties & Politics in Europe (POSC-329) What accounts for the emergence, persistence and demise of "radical" or "far right" political parties in Europe? After a period of post-war stability, European party systems began to break down in the 1960s. This led to several new developments, namely, a decline in democratic participation; a decline in the traditional parties of the center Left and center Right; and the emergence of new parties on both the Left and the Right. This course focuses on the newer parties on the Right that emerged in Western Europe during the 1980s and 1990s. Specifically we focus on what many scholars label the "far" or "radical" right. These parties tend to be organized around a particular set of ideological concepts emphasizing nationalism, exclusion of "foreigners," a strong state, welfare chauvinism and, more recently, Islamophobia. Over the course of the semester students will compare and contrast the emergence of these parties and their politics across Europe and discern the differences between what scholars describe as "populist radical" or "populist far" right parties from other parties on the extreme right, namely neofascist or neo-Nazis parties which are viewed as inherently undemocratic and often elitist. **4**

Politics in Latin America, Africa, and Asia (POSC-332) This course explores the politics of developing countries of Asia, Africa and Latin America in their historical socioeconomic contexts. The goals of the course include familiarizing students with the details of politics in selected countries and understanding important concepts of political science by applying them to the case study countries. Emphasis will be placed on using concepts and theories to analyze and critique arguments. No prior knowledge of the developing world is required. However, students will be expected to identify and analyze issues germane to the developing world, read and critique systematically, form and defend arguments and opinions, conduct independent library research, pose researchable questions, and discuss readings and research findings in class. **4**

Topics in the Study of Comparative Politics (POSC-339) This course provides a venue in which to explore topics in Comparative Politics at the advanced level. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit. **4**

The Conduct of American Foreign Policy (POSC-341) This course explores the evolution of U.S. foreign policy from the beginning of the Cold War to the present day. The course focuses on the responses of successive American administrations to potential or actual threats to the national interests of the U.S. Emphasis will be placed on the containment doctrine, its application in Vietnam, and subsequent efforts to replace containment following the end of the Vietnam war and the end of the Cold War. **4**

The United Nations and World Problems (POSC-344) The founding of public international organizations represent an attempt to bring order to an unruly international system. International organizations are formal institutions established by states to address global problems. They include not only the United Nations, but also many other public or private, international, national or local, formal or informal institutions. Collectively, these institutions engage in global governance. Our goals in this course are to understand the theoretical and practical approaches to international organizations and global governance, the limitations under which global governance operates, and the future prospects for a system of global governance. This course has a substantial oral component and oral skills work and so satisfies the university's R requirement. **4**

Human Rights in Global Perspective (POSC-345) This course analyzes the emergence, expansion and enforcement of international human rights norms. Students taking the course will acquire an enhanced understanding of the United Nations, national governments, nongovernmental organizations, customary international law, treaty law, regional courts, and international tribunals in articulating and enforcing human rights. Students will acquire a broad understanding of human rights as a topic of both intellectual inquiry and political action. **4**

The European Union (POSC-346) The course explores the peculiarities of the EU and what makes it a unique organization, sharing characteristics of a state and characteristics of a traditional international organization. First, we will place the study of European integration in a historical context. Then we will make sense of the various decision-making processes and institutional actors of the EU. We will also examine theories of European integration to understand competing explanations for the integration process. Fourth, various policy areas will be studied to show how the power of the EU is distributed unevenly across areas. During the final two weeks of the course we will simulate a gathering of the European Council. This course has a substantial oral component and oral skills work and so satisfies the university's R requirement. **4**

The Middle East in World Affairs (POSC-347) The purpose of this course is to acquaint students with the political history, international significance, and the dimensions of political life in the Middle East. Owing to the ever-present potential for conflict, the seeming intractability of disputes, and the oil factor, what happens in the Middle East is of vital importance to international politics. We examine the role that politics in the Middle East has played in world affairs as well as the region's importance in the future. **4**

Foreign and Security Policy in Western Europe (POSC-348) This course aims to compare key post Cold War foreign policy behaviors during crisis situations concerning the three "big" states in Western Europe: France, Germany, and the United Kingdom (also referred to as the EU3, as they all are members of the European Union (EU). Why is it that we know so little about the foreign policies of three countries which have been the most important allies for the US in the past fifty years? Are these countries "middle powers" or "big powers"? What role do they play in the international hierarchy? What others states in Western Europe also conduct foreign policies, they frequently do so as part of the EU, or at least tailor their policies so that they do not substantially deviate from the EU. They also tend to have more of a regional focus as they lack the means and influence to project their power beyond the confines of Europe. Thus, the "three big" can be put in a special category because of their status, wealth, influence and power. To explore their behaviors we first establish conceptual framework for a comparative study of foreign policy (comparative foreign policy analysis). This framework guides our analysis in subsequent empirical cases examining decision-making processes, the domestic and international environment, and foreign policy outputs. We will assess key variables at the individual, group, state and systemic levels of analysis and develop a framework for comparing the foreign policy incentives of these three powers. Specific areas of inquiry include cognitive and psychological theories of decision-making, group dynamics, organizational interests, public opinion, national role conception, strategic interaction and relative power/capability changes in the international system. **4**

Terrorism and Political Violence (POSC-349) Political violence, including terrorism, has been around since the beginnings of organized political society, though the word terrorism dates only from the French Revolution (1789-1799). In this course, we will explore what terrorism is, whether it is new (and why some analysts argue it is), who uses terrorist tactics, why they do so, and how terrorism differs from other forms of political violence such as war, insurgency, and so on. We will investigate various definitions of terrorism.

Most scholars think that terrorism is not a random act of violence. They see terrorism as planned and, for those who use it, rational. However, there is still a lot of disagreement on what terrorism is, what motivates terrorists, how it can be fought, and on what we mean by rational and planned. We will compare the various definitions and perspectives to determine which might work best for our understanding of the phenomena. In addition, we will focus on some key concepts in the discipline of political science and how they relate to terrorism, for example: power, ethnicity, religion, and the media. **4**

Russian Foreign and Military Policy (POSC-353) In this course we will seek to understand the motives and objectives of Russian foreign and military policies. We will look at Russian interests throughout the world with particular attention to the 'near abroad' (countries that were part of the Soviet Union), China, and Europe as well as the US-Russian relationship. Issues of arms sales, military power, and the politics of energy (oil and gas) will form a significant portion of the course. **4**

International Political Economy (POSC-355) This course introduces the theory and practice of international political economy. It is a blend of the study of both economics and politics in that it explores the interaction of power or authority (the subject matter of politics) and markets (the subject matter of economics). The prior study of economics may be helpful, but it is neither necessary nor sufficient to do well in this course. The course follows a topical and a historical approach. The selection of topics includes trade, monetary systems, international finances, and at least one current global economic issue. **4**

Topics in the Study of International Policies (POSC-359) This course provides a venue in which to explore topics in International Politics at the advanced level. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit. **4**

Directed Study (POSC-361) Directed Studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. Written consent. **1-4**

Directed Study (POSC-362) Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. Written consent. **1-4**

Independent Study (POSC-363) Written consent. **1-4**

Independent Study (POSC-364) Written consent. **1-4**

Ancient Political Theory (POSC-381) Debating classical Greek and Roman thought through the works of thinkers like the Greek tragedians, Socrates, Plato, Aristotle, Cicero, Augustine or Aquinas. This course involves intensive textual analysis and a study of the problems of morality, government, membership and expansion in the ancient Greek and Roman world. We will also judge the moral and political legacy of the ancients by addressing contemporary debates about democracy, citizenship, power, empire, and the rule of law. **4**

Modern Political Theory (POSC-382) Debating the moral and political problems of modernity through the works of thinkers like Machiavelli, Hobbes, Locke, Rousseau, Kant, Hegel, Burke, Paine, or Mill. This course involves intensive textual analysis and a study of the problems of virtue, interest, power, sovereignty, rights, and revolution in the modern era. We will also judge the place of ideas like liberty and equality within the system of law in republican, liberal, conservative and radical political thought. **4**

Contemporary Political Theory (POSC-383) Debating contemporary political theory through the work of such thinkers as Marx, Nietzsche, Dewey, Arendt, Fanon, Marcuse, Foucault, Rawls, Habermas, Walzer, or Butler. This course involves intensive textual analysis and a study of the problems of power, capitalism, rights, obligations, culture, and identity in the contemporary era. We will also judge the legacies of radical, liberal, and pragmatic thought, and the challenges offered by critical theory, feminism, and post-colonial studies. **4**

Black Political Thought (POSC-384) This course focuses on transnational black political thought by considering African-descended scholars, activists, and intellectual thinkers throughout the African Diaspora. We will examine themes of freedom, nation, racism, black nationalism, and womanism. Some of the thinkers we focus on are CLR James, Malcolm X, Frantz Fanon, Patirical Hill Collins, and Domingos Alvares. First, we focus on African healers and why they are considered intellectuals. We will pay special attention to an African-centered approach that privileges the ways in which African descendants seek freedom. Second, we examine freedom and what that meant for enslaved Africans in America who eventually gained freedom. Third, we examine how black American intellectuals and activists define racism, resistance, and freedom. We also examine the notion of black power. Fourth, we examine post-colonialism and black political thought in Africa, the Caribbean and Bazil. Fifth, we examine black feminist thought and define womanism. Lastly, we consider Hip Hip music as a movement and explore if it can be considered black political thought. **4**

Topics in the Study of Political Theory (POSC-389) This course provides a venue in which to explore topics in Political Theory at the advanced level. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit. **4**

Advanced Topics in Political Science (POSC-399) A general category used only in the evaluation of transfer credit. **1-4**

Senior Research (POSC-451) Written consent. **4**

Senior Research (POSC-452) Written consent. **4**

Senior Seminar (POSC-491) Senior Seminar is a required part of the political science major and is offered only in the fall semester. Senior seminars will vary in topic but all emphasize skills in research and writing that will provide a capstone experience in the major. **4**

Portuguese

Faculty

Professor Xinda Lian, Chair

Associate Professor Mónica Ayala-Martínez; Academic Administrative Assistant Liz Barringer-Smith

Departmental Guidelines and Goals

Educated people spend their lives trying to grow in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning a foreign language contributes to our education by providing an intimate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be human. Furthermore, foreign-language courses allow entry into the subjectivity of the target language on its own cultural and linguistic grounds, thus making possible a different and more profound redefinition of our own culture.

Our basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the eventual mastery of a foreign language. When students take full advantage of that opportunity, they can use the target language in subsequent courses dealing with the foreign culture. The department emphasizes the use of a foreign language in most of its courses because it believes that students can best appreciate a foreign culture from within its own mode of expression.

With a view toward career opportunities, the department encourages integrating foreign language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, political science, and English. Courses in cultural studies and literature, aside from their intrinsic worth, also present multiple perspectives on other cultures and areas of intellectual experience.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the Department and the Office of Off-Campus Studies (see Off-Campus Programs). On-campus opportunities to improve their command of the language are provided by the Language and Culture Program, language tables, foreign films, club meetings, and similar activities sponsored by the Department. There are as well subsidized field trips to museums and pertinent activities in cities across the country, and in some cases foreign countries.

Additional Points of Interest

General Departmental Regulations Students wishing to fulfill the basic requirement in language by continuing the one begun in secondary school will find it advantageous to begin their course work in the first year. The Department of Modern Languages strongly recommends that students complete their language requirement by the end of their sophomore year. Students enrolled in Portuguese courses are required to attend the Portuguese language table called "A Hora do Papo" and takes place once a week.

The Language Lab An important asset of the department is the Language Lab with its 27 Macs, zone-free DVD player, multi-standard VCR and document camera. The Lab provides support for learning activities outside and inside the classroom, ranging from grammar drills to research and collaborative writing projects, as well as discussions on authentic materials published on the Internet. The area is designed not only for individualized instruction but also for group work and small seminars that use a variety of digital materials for class discussion.

Cultural Enrichment Each semester the department offers students exceptional opportunities for cultural enrichment in foreign languages. These opportunities include, for example, off-campus trips to target-culture plays, movies and performances, as well as campus visits by native scholars and performers. In that way, experiences in target cultures become more readily available to our students. These opportunities are made possible through a most generous endowment bestowed on the Department of Modern Languages by the Patty Foresman Fund.

The Foresman Lounge Located in the central hub of the department, it provides the Denison community with a space for a wide range of activities such as receptions, classes, and informal gatherings. This area has a small kitchenette with a table and chairs for sharing lunch or a coffee with our faculty. It is also equipped with a wide range of technological devices with which to enrich our students' learning experiences. This room has a 52-inch flat screen TV that is connected to a satellite dish, which provides us with SCOLA television services from around the world. The TV is also connected to a multi-standard VCR, a zone-free DVD player and a document camera. The lounge has a ceiling-mounted data projector, which connects to a networked Mac computer, the DVD player, VCR and document camera.

Although the Department of Modern Languages offers majors in French, German and Spanish, they also offer courses in other languages for the purpose of general education and support of other college programs. Courses in Portuguese are listed below.

The Language and Culture Program This exciting residential option gives students the opportunity to hone their language skills and to participate in special cultural events. Students who choose this residential option will live in a small community of their peers who share their enthusiasm for foreign languages and cultures. Special extracurricular activities and programming in the Language House support language acquisition and permit a closer relationship with professors and language assistants from the Department of Modern Languages.

Course Offerings

Beginning Portuguese I (PORT-111) An introductory course to the Portuguese language, and to Portuguese and Brazilian cultures. The course will develop the four basic skills of speaking, reading, writing and listening, emphasizing basic language structure. It will also present and analyze main aspects of the history of Portugal and Brazil, their cultural similarities and difference. **4**

Beginning Portuguese II (PORT-112) A continuation of Portuguese 111. The course will continue developing the basic language skills with an emphasis on speaking, reading and writing. It will introduce students to different aspects of Portuguese and Brazilian popular culture. Important literary texts will be included as reading materials. **4**

Intermediate Portuguese (PORT-245) Topics in Portuguese (Portuguese-245). A review of language modalities (speaking, listening, reading, writing) in a cultural context, with an emphasis on speaking and writing. **4**

Directed Study (PORT-361) 1-4

Directed Study (PORT-362) 1-4

Independent Study (PORT-363) 1-4

Independent Study (PORT-364) 1-4

Psychology

Faculty

Associate Professor Gina Dow, Chair

Professor Harry Heft; Associate Professors Douglas Cody Brooks, Seth Chin-Parker, Gina A. Dow, Frank Hassebrock, Sarah L. Hutson-Comeaux, Susan L. Kennedy, Nestor Matthews, David P.J. Przybyla, Robert Weis; Assistant Professors Nida Bikmen, Erin Henshaw, Rebecca Rosenberg, Academic Administrative Assistant Jill Uland

Departmental Guidelines and Goals

Some of the major goals of our course offerings in the Department include:

- Presenting overviews of contemporary psychology, thus providing students with a knowledge of what psychologists do;
- Stimulating interest and curiosity about human and animal phenomena;
- Indicating applications of psychology to personal and social issues. Some examples of these applications concern study techniques and academic performance, the effects of anxiety or stress on performance, and the role of prejudice in society;
- Developing an understanding of the nature of scientific inquiry and methodology;
- Facilitating and encouraging the discovery of connections between psychology and other disciplines. Some examples of the connections include concerns of psychology and biology (e.g., neuroscience), computer science, and philosophy (e.g., cognitive science), psychological questions raised in the humanities and arts, and psychological assumptions in political, social, and economic theories;
- Fostering the formulation of a personally meaningful and sophisticated psychological perspective.

The first priority for all majors should be to obtain a firm foundation in the basic topic areas of psychology and in research methodologies. For this reason, psychology majors are urged to select a broad range of courses in addition to those offerings that are particularly relevant to their primary interests. Students of psychology should aim for both breadth and depth of knowledge in the discipline. The requirements for a major in psychology at Denison are relatively flexible in order to provide students with the opportunity to select those courses and experiences that best complement their personal goals. At the same time, however, the flexibility of these requirements requires that psychology majors work closely with their academic advisors to develop an appropriate plan of study.

Psychology Majors

Degree Alternatives: The B.A. and the B.S. Students may obtain either a Bachelor of Arts degree (B.A.) or a Bachelor of Science degree (B.S.) in Psychology at Denison University.

Requirements for the B.A. in Psychology The *B.A. in Psychology* requires *38-semester hours* of credit in Psychology. Required courses for the B.A. include:

- Introduction to Psychology 100 (4 hours). Please see note regarding transfer credit.
- Research Methods in Psychology 200 (4 hours).
- Two Psychology Topical/Research Course combinations. Research courses must be taken concurrently with their accompanying topical courses. The FIRST research course taken must be a 200-level course; the SECOND research course taken must be a 300-level course; PSYC 200 is a prerequisite for any research course. The specific courses that fulfill the topical/research course combinations are listed below. (14 hours).

- Electives (8 hours) selected from regular course offerings at the 200, 300 or 400 level. Normally, Senior Research (451-452), Individual Work for Honors (461-462), Directed Studies (361-362) and Independent Studies (363-364) *will not* count toward the 38-hour minimum requirement.
- One 300-level Seminar course for juniors/seniors (4 hours).
- History and Systems of Psychology 410 (4 hours).

NOTE ON TRANSFER CREDIT: Students may waive the PSYC 100 requirement with an approved PSYC 199 credit for an Introductory Psychology transfer college course. PSYC 199 does NOT fulfill a Y(Science)GE and does NOT count toward the credit hours for the major/minor; thus, students with PSYC 199 credit will need to complete 4 additional PSYC elective credit hours to meet the required hours for the degree. If a students with PSYC 199 credit elect to take PSYC 100, they will forfeit their PSYC 199 credit hours.

The flexibility of these requirements places maximum responsibility upon the student to select a course of study most compatible with future goals. For example, PSYC 370 (Statistics for Behavioral Science) is helpful for many upper-level courses and is required for admission into most graduate schools, and either is a prerequisite for or must be taken concurrently with PSYC 451-452 (Senior Research) or PSYC 461-462 (Honors Research). Also, the Graduate Record Examination is required for students applying to graduate schools, and careful course selection is important to insure appropriate breadth of knowledge. Those contemplating graduate work also should consider courses in the natural sciences, computer science, and foreign languages, as well as opportunities to become involved in research activities in the department (for example, Directed Study, Senior Research, Research Assistant, Summer Scholar, etc.) All students are encouraged to work closely with their advisors in developing an appropriate program in the major.

200-Level Topical (4 hours) and Research Course (3 hours) Options

(210) Development in Infancy and Childhood and (211) Research in Development in Infancy and Childhood
(215) Adult Development and Aging and (216) Research in Adult Development and Aging
(220) Social Psychology and (221) Research in Social Psychology
(225) Environmental Psychology and (226) Research in Environmental Psychology
(230) Organizational Psychology and (231) Research in Organizational Psychology
(240) Theories of Personality and (241) Research in Personality Psychology
(245) Adolescence and (246) Research in Adolescence
(250) Abnormal Psychology and (251) Research in Abnormal Psychology
(270) Health Psychology and (271) Research in Health Psychology

300-Level Topical (4 hours) and Research Course (3 hours) Options

(310) Psychology of Learning and (311) Research in Psychology of Learning
(330) Cognitive Psychology and (331) Research in Cognitive Psychology
(340) Sensation and Perception and (341) Research in Sensation and Perception
(350) Biological Psychology and (351) Research in Biological Psychology

Requirements for the B.S. in Psychology The *B.S. in Psychology* requires *41 semester hours of credit in Psychology* and *16 semester hours of credit in cognate courses from the Natural Sciences departments* outside Psychology (not including Astronomy or Neuroscience). Required courses for the B.S. include:

- Introduction to Psychology 100 (4 hours) Please see NOTE under B.A. degree above regarding transfer credit.
- Research Methods in Psychology 200 (4 hours).

- Three Psychology Topical/Research Course Combinations *(rather than two required for the B.A.)*. Research courses must be taken concurrently with their accompanying topical courses. The FIRST research course taken must be a 200-level course; the SECOND and THIRD research courses taken must be at the 300-level. PSYC 200 is a prerequisite for any research course. The specific courses that fulfill the topical/research course combinations are listed above. (21 hours).
- One 300-level Seminar course for juniors/seniors (4 hours).
- Statistics for Behavioral Sciences 370 (4 hours).
- History and Systems of Psychology 410 (4 hours).
- FOUR courses in the Natural Sciences (outside of the Psychology Department) or Mathematics and Computer Science. This can be accomplished by taking TWO courses in two different departments or all FOUR may be in the same department. All courses must be courses that meet requirements for the major in that department. Computer Science and Mathematics courses are considered separate departments. Astronomy and Neuroscience courses are NOT eligible. (16 hours).

Psychology Minor

Students with a major in one of a number of departments will find a minor in psychology to be a significant contribution to their education. In order to best complement the major area of study, students should carefully select those psychology courses that have the most direct relevance to that major. These choices should be made in consultation with the academic advisor, as well as a member of the psychology faculty. A psychology minor requires 27 semester hours of credit in psychology. The required courses are:

- Introduction to Psychology 100 (4 hours) Please see NOTE under B.A. degree above regarding transfer credit.
- Research Methods in Psychology (200) (4 hours).
- One 200-level Psychology Topical/Research Course Combination. The research course must be taken concurrently with its accompanying topical course. PSYC 200 is a prerequisite for any research course. The specific courses that fulfill the topical/research course combinations are listed above. (7 hours).
- Electives (12 hours) selected from regular course offerings at the 200, 300 or 400 level. Normally, Directed Studies (361-362) and Independent Studies (363-364) *will not* count toward the 27-hour minimum requirement.

Course Offerings

Introduction to Psychology (PSYC-100) An introduction to the scientific study of behavior and mental processes. Topics include cognition, behavior change and development, individual differences, social processes, and the biological bases of behavior. The course emphasizes current knowledge and research in the field and its application. The laboratory component of this course examines the strengths and limitations of observational and experimental methods, and enhances understanding of course concepts and principles. Laboratory experiences include development of research questions, design of studies, data collection in classroom laboratories and field settings, and data analysis and interpretation. 100 (or Honors 142) is a prerequisite for all other courses in the department. (Offered each semester) **4**

Introductory Topics in Psychology (PSYC-199) A general category used only in the evaluation of transfer credit. **1-4**

Research Methods in Psychology (PSYC-200) This course examines the primary research methods and data analysis procedures used by psychologists to describe, predict, and explain behavior. Observational, experimental, and quasi-experimental methods are studied along with principles of research design, control, validity, reliability, and ethical practice. Throughout the course, methodological procedures are considered in conjunction with principles and methods of data analysis, presentation, and interpretation. The logic and procedures of descriptive and inferential statistics are emphasized. This course prepares students to design, conduct, and analyze psychological research and is a prerequisite for all psychology research courses at the 200 and 300-level. Prerequisite: PSYC 100. (Offered each semester) **4**

Field Experience in Psychology (PSYC-202) This course provides practical experience working in some area of applied psychology. Students participate in a minimum of four hours of field experience per week at human-service agencies and schools in the Granville, Newark, and Columbus areas. Students are supervised by agency staff and participate in weekly didactics and discussion at Denison, facilitated by the instructor. The purpose of the field experiences is to help students integrate and apply information from their traditional courses, to discern future career goals, to assist in personal development, and to serve the community. This course is graded S/U (Satisfactory/Unsatisfactory) and may be taken a maximum of two times for a total of four credit hours with the following stipulations: 1) only two credit hours will count toward the requirement for a Psychology major or minor; 2) if taken twice, the two settings must be substantially different and approved by the instructor in advance. Prerequisite: PSYC 100. Students interested in taking this course must gain permission of the instructor during pre-registration. (Offered spring) **2**

Intermediate Studies in Psychology (PSYC-205) This course will introduce students to issues that characterize diverse societies and present analyses of these issues from a psychological perspective. We will learn how social categories, such as race, social class, religion, gender, ethnicity, sexual orientation relate to individual behavior. These categories affect the way we perceive ourselves and others, hence they affect the way we act in the social world. We will read theory and research on cultural identities, origins and functions of prejudice and stereotyping, their effects on the targeted populations and on ways of reducing prejudice and improving intergroup relations. This course will also have a hands-on aspect in that students will apply their knowledge of theories in a case study where they will examine the experiences of a member of a minority group. **4**

Special Topics (PSYC-206) 3-7

Development in Infancy and Childhood (PSYC-210) Psychological development through late childhood and preadolescence. Topics covered include biological foundations, prenatal development, infancy, cognitive and language development, personality and social and emotional development (including attachment, development of self concept, peer relations, gender differences), family and social policy issues, and developmental psychopathology. Prerequisite: PSYC 100. **4**

Research in Development in Infancy and Childhood (PSYC-211) Provides the student with research experience on problems of current interest in infant and child development. Must be taken concurrently with 210. Prerequisite: PSYC 100 and PSYC 200. **3**

Adult Development and Aging (PSYC-215) This course examines the psychological development and change in adults from young adulthood through old age. Topics include theoretical perspectives, biological and physical changes, individual differences in health and disease, memory and intellectual performance, Alzheimer's disease, personality, gender and social roles, family and intergenerational relationships, friendships, sexuality, career development and work, caregiving, and death and dying. Implications for social programs and services, public policy, and careers and education in gerontology will also be examined. Social, ethnic, historical, and cultural contexts of aging will be considered throughout the semester. Prerequisite: PSYC 100. **4**

Research in Adult Development and Aging (PSYC-216) Provides the student with research experience on problems of current interest in adult development. Must be taken concurrently with 215. Prerequisites: PSYC 100 and PSYC 200. **3**

Social Psychology (PSYC-220) The study of the nature and causes of individual behavior in social situations. Topics covered include attribution theory, social cognition, non verbal communication, attitude change, prejudice and discrimination, interpersonal attraction, prosocial behavior, aggression, and application of social psychology to the legal system. Prerequisite: PSYC 100. **4**

Research in Social Psychology (PSYC-221) Provides the student with research experience on problems of current interest in social psychology. Must be taken concurrently with 220. Prerequisites: PSYC 100 and PSYC 200. **3**

Environmental Psychology (PSYC-225) An examination of the relationship between the environment and psychological processes. Topics examined in this course include how the character and the design of our environments can affect psychological well-being, and how certain ways in which we perceive and think can constrain our efforts to comprehend and confront environmental problems. Other topics explored are early environmental experiences and development, environmental stressors such as crowding and noise, territoriality and privacy, environmental aesthetics, cognitive maps and way-finding behavior, effects of institutional size on performance, and attitudes toward the natural environment. Prerequisite: PSYC 100. **4**

Research in Environmental Psychology (PSYC-226) Provides the student with experience in conducting field research. A variety of approaches are utilized, including field experiments and naturalistic observation. Must be taken concurrently with 225. Prerequisites: PSYC 100 and PSYC 200. **3**

Organizational Psychology (PSYC-230) This course considers the application of psychological theory and methodology to problems of organizations and the functioning of individuals and groups within organizations. Topics include team development and performance, organizational power and politics, organizational culture, leadership and motivation at work, job commitment and satisfaction, organizational change and organizational development. Required for students completing the Organizational Studies certificate. Prerequisite: PSYC 100 or consent of instructor. **4**

Research in Organizational Psychology (PSYC-231) Provides the student with research experience on problems of current interest in organizational psychology. Must be taken concurrently with Psychology 230. Prerequisites: PSYC 100 and PSYC 200. **3**

Theories of Personality (PSYC-240) This course offers a systematic introduction to "normal" human personality and addresses both historical and contemporary approaches to the study of individual differences, with an emphasis on primary research and debate in the field. Within each perspective, basic theoretical assumptions, relevant research, traditional assessment methods, and current applications (i.e., to the workplace, close relationships, or health behavior) are discussed. Recurring themes regarding the structure, origin, and function of personality are explored and compared across the different perspectives. Prerequisite: PSYC 100. **4**

Research in Personality Psychology (PSYC-241) Provides the student with research experience addressing problems of current interest in the study of personality. Must be taken concurrently with Psychology 240. Prerequisites: PSYC 100 and PSYC 200. **3**

Adolescence (PSYC-245) Psychological development from late childhood through early adulthood. Topics covered include biological foundations, cognitive development, personality and social and emotional development (including development of self concept, family and peer relations, gender differences, and sexuality), culture, ethnicity and social policy issues, and developmental psychopathology in adolescence. Prerequisite: PSYC 100. **4**

Research in Adolescence (PSYC-246) Provides the student with research experience on problems of current interest in adolescent development. Must be taken concurrently with PSYC 245. Prerequisites: PSYC 100 and PSYC 200. **3**

Abnormal Psychology (PSYC-250) This course provides an introduction to the scientific study of psychopathology. We will consider contemporary approaches to defining abnormal behavior and the current diagnostic system, DSM-IV-TR and upcoming changes in DSM-5. For each disorder, we will examine its essential features, associated characteristics, prevalence, course, and etiology. We will give special attention to how genetic, biological, and psychosocial factors contribute to and maintain maladaptive behavior over time. We will also examine both pharmacological and psychosocial treatments for each disorder. This course is especially designed for students interested in clinical/counseling psychology, psychiatry, social work, neuropsychology, or other helping professions. Prerequisite: PSYC 100. **4**

Research in Abnormal Psychology (PSYC-251) Provides the student with research experience on problems of relevance to abnormal psychology. Must be taken concurrently with Psychology 250. Prerequisites: PSYC 100 and PSYC 200. **3**

Human Sexuality (PSYC-260) A survey of psychological and biological aspects of sexuality. Topics include prenatal sexual differentiation, sexual anatomy, physiology of sexual response, contraceptive behavior, sexually transmissible infections, sexual dysfunction, and cancer and other diseases of the reproductive system. Prerequisite: PSYC 100. **4**

Health Psychology (PSYC-270) The field of health psychology investigates the relationship between health, mental processes and behavior. This course considers the role of health habits in the development of disease and the impact of psychological factors on the course of disease. In addition, the course explores the ways in which psychological principles can aid in the development of both individual and medical interventions to prevent disease and promote health. Topics include: stress, immunity, the management of chronic illness, and the contribution of psychological and social factors to cancer, cardiovascular disease, AIDS, and autoimmune diseases. In addition, health enhancing and health compromising behaviors such as exercise, diet, and smoking will be examined. Social, historical and cultural factors associated with health will also be considered in this course. Prerequisite: PSYC 100. **4**

Research in Health Psychology (PSYC-271) This course provides the student with research experience on problems of current interest in health psychology. Must be taken concurrently with 270. Prerequisites: PSYC 100 and PSYC 200. **3**

Intermediate Topics in Psychology (PSYC-299) A general category used only in the evaluation of transfer credit. **1-4**

Seminars (PSYC-300) Seminars are designed for majors in special areas within Psychology. Content will vary with staff and student interest. Typically, seminars include lecture/discussion and student presentations. Prerequisites: PSYC 100, PSYC 200, one 200-level research course and junior or senior status. **4**

Seminar: Psychology of Women (PSYC-301) This course reviews psychological research and theories on women. Topics include sex bias in psychological research, gender differences and similarities in personality and abilities, lifespan development, problems of adjustment and psychotherapy, language and communication, women's health, female sexuality, and violence against women (rape and wife battering). Cross-listed with WMST 301. Prerequisites: WMST major, or PSYC 100, PSYC 200, and junior or senior status, or consent of instructor. (Fall) **4**

Advanced Studies in Psychology (PSYC-304) The study of significant and contemporary psychological topics and perspectives at the advanced level. May be taken more than once for credit, unless otherwise noted. Prerequisite: PSYC 100. **4**

Psychopharmacology (PSYC-305) This course begins with an overview of the ways in which psychoactive drugs work, including discussions of pharmacokinetics, pharmacodynamics, neuronal function, neurotransmitters, dose-response functions, tolerance and sensitization and toxicity. Agonistic and antagonistic drug effects are then studied, including the specific ways in which neurotransmitters may be affected by such actions. In the second half of the course, specific drugs used in the treatment of psychological disorders are studied, including drugs to treat anxiety disorders, clinical depression and schizophrenia. Finally, "recreational" drug use is examined, including discussions of alcohol and marijuana. Issues of drugs, culture, and behavior are emphasized throughout the semester. Prerequisite: PSYC 100 and/or BIOL 150, or permission of instructor. **4**

Psychology of Learning (PSYC-310) An intensive survey of experimental research on fundamental emotional-cognitive processes of learning and memory, with a focus on how those processes manifest themselves in, influence, and determine behavior. Theory, research, implications and applications pertaining to the basic principles of behavior are emphasized. The course, and learning/conditioning research traditionally, is valuable because of the use of models to understand learning about biologically and emotionally-significant experiences. Unconscious learning and seemingly irrational reactions are considered in depth. Much of the course content is relevant to applied topics such as behavior modification, substance abuse problems, anxiety, depression, other behavior disorders, education and parenting practices. Prerequisite: PSYC 100. **4**

Research in Psychology of Learning (PSYC-311) Offers the student experience conducting research in and/or out of the learning laboratory, using a variety of methods. Research requires time outside of class. Some work with live animals is usually involved. Must be taken concurrently with 310. Prerequisites: PSYC 100, PSYC 200, and one 200-level research course. **3**

Development of Children with Special Needs (CSL) (PSYC-315) Disability is a facet of human diversity that is often overlooked. This course explores a wide range of developmental disabilities, focusing mostly on physical impairements and intellectual disabilities. We will discuss the impact of disabilities on the individual's development and how families respond to the various challenges that often arise. In addition, we will review some general concepts concerning disabilities, including prenatal development and testing, ethical issues, cultural influences, relevant public policy including federal and state laws and regulations, early intervention, and the family-centered approach. Some of the disabilities that will be examined include metabolic errors, disorders of hearing and communication, neural tube defects, intellectual disabilities, specific learning disabilities, Fragile X, ADHD, and disorders on the Autism Spectrum. This course will be taught in a lecture/discussion/experiential format, and includes regular student led discussions and a 30 hour service-learning component to be performed at a local facility for preschool children with and without special needs. Prerequisites: PSYC 100 and 200. **4**

Cultural Psychology (PSYC-320) Cultural psychology is an examination of the influence of cultural processes on a wide range of psychological topics, including perceiving, thinking, child development, language, and social cognition. Its unifying theme is the claim that complex psychological phenomena need to be understood as being situated in a cultural context. Some broad topics considered in the course are the nature of human nature, the psychological properties of tools and technology, and research methods for the study of cultural psychology. Prerequisite: PSYC 100. **4**

Cognitive Psychology (PSYC-330) This course examines how people acquire, remember, and use knowledge. Topics covered include memory, attention, perception, imagery, problem solving, decision making, language and comprehension, social cognition and cognitive neuroscience. Applications to contexts such as learning and teaching, social and cultural factors, and individual behavior and performance will be considered. Prerequisite: PSYC 100. **4**

Research in Cognitive Psychology (PSYC-331) Provides the student with research experience on problems of current interest in cognitive psychology. Must be taken concurrently with 330. Prerequisites: PSYC 100, PSYC 200 and one 200-level research course. **3**

Sensation and Perception (PSYC-340) This course involves analysis of sensory processes and perceptual systems. Discussions on these topics will include a consideration of biological, ecological and evolutionary perspectives. Topics include sensitivity to light and sound; color perception; depth and form perception; perceptual illusions; and power and justice issues relating to vision and hearing disabilities. Prerequisite: PSYC 100. **4**

Research in Sensation and Perception (PSYC-341) This course offers experience in conducting research on sensory processes and perception. Students are exposed to different research techniques and investigate problems relating to the various sensory modalities. Must be taken concurrently with 340. Prerequisites: PSYC 100, PSYC 200 and one 200-level research course. **3**

Biological Psychology (PSYC-350) This course explores the relationships between the brain and nervous system and behavior, and includes topics ranging from neuroanatomy and pharmacology of the nervous system to the biological bases of mental illness. The interactions among the nervous and endocrine systems are emphasized in an attempt to understand how basic physiological principles can serve in the understanding of complex phenomena, including emotion, learning, sleep and arousal and sexual behavior. Required for students pursuing the neuroscience concentration. Prerequisite: PSYC 100. Offered Fall 2012 **4**

Research in Biological Psychology (PSYC-351) This course focuses on basic research methodologies and techniques that are commonly used to examine the biological bases of behavior. Students are given "hands on" experience in the design and execution of several research projects. Must be taken concurrently with 350. Prerequisite: PSYC 100, PSYC 200, and one 200-level research course. **3**

Clinical Psychology (PSYC-360) This course introduces students to the discipline of clinical psychology from the scientist-practitioner perspective. Topics include psychological assessment (e.g., intellectual assessment, personality assessment, neuropsychological assessment, career counseling), diagnostic interviewing, and empirically supported sychotherapies (e.g., psychodynamic therapies, cognitive and behavioral therapies, interpersonal therapies, family therapies, group therapy). We will also examine the efficacy and effectiveness of psychosocial treatments for mental disorders, professional ethics, and recent developments in the field of clinical/counseling psychology. Prerequisite: PSYC 100. **4**

Directed Study (PSYC-361) 1-4

Directed Study (PSYC-362) 1-4

Independent Study (PSYC-363) 1-4

Independent Study (PSYC-364) 1-4

Statistics for Behavioral Sciences (PSYC-370) An introduction to techniques of data analysis, interpretation, and presentation. Special emphasis is placed on sampling theory, tests of significance, analysis of variance, regression and using SPSS for analysis. Prerequisites: PSYC 100 and PSYC 200. Not open for credit to students who have already taken both MATH 242 and PSYC 200. Cannot be taken concurrently with MATH 102. (Offered every fall) **4**

Advanced Topics in Psychology (PSYC-399) A general category used only in the evaluation of transfer credit. **1-4**

History and Systems of Psychology (PSYC-410) This course examines major issues in psychology as they have been addressed throughout its history, from the writings of the Greek philosophers to twentieth century theories and experimental investigations. These issues include mind-body relations, processes of knowledge acquisition such as perception and learning, characteristics of human motivation and personality, and the nature of thought and memory. The philosophy of scientific inquiry in relation to the field of psychology is also considered. Prerequisite: PSYC 100. **4**

Senior Research (PSYC-451) Must have taken or be taken concurrently with Psychology 370. **4**

Senior Research (PSYC-452) Must have taken or be taken concurrently with Psychology 370. **4**

Queer Studies (concentration only)

Faculty

Committee: Robin L. Bartlett, Director (Economics), Ronald Abram (Studio Art), John Arthos (Communication), Marlaine Browning (First Year Studies), Christopher Bruhn (Music), Brenda Boyle (English), Gina Dow (Psycholgy), Barbara Fultner (Philosophy), Jill Gillespie (Women Studies), Karen Graves (Education), Amanda Gunn (Communication), Sarah Hutson-Comeaux (Psychology), Warren Hauk (Biology), Ching-chu Hu (Music), John Jackson (Black Studies), Clare Jen (Women's Studies/Biology), Bill Kirkpatrick (Communication), Linda Krumholz (English), Lisbeth Lipari (Communication), Veronica Gonzalez-Lopez (Spanish), Lisa McDonnell (English), K. Christine Pae (Religion), Fred Porcheddu (English), Frank "Trey" Proctor (History), Sandy Runzo (English), Sheliah Wilson (Studio Art), David Woodyard (Religion), Gill Wright Miller (Dance)

Departmental Guidelines and Goals

An evolving and expanding discipline, Queer Studies encompasses theories and thinkers from numerous fields: cultural studies, gay and lesbian studies, race studies, women's studies, literature, film, media, postmodernism, post-colonialism, psychoanalysis, and more. By engaging with this diverse range of fields, the work of Queer Studies distinguishes itself from the others in that it focuses on issues of sexuality and the way that the questions raised in these other arenas might be inflected through that central lens. To that end, Queer Studies examines the cultural, social, and political implications of sexuality and gender from the perspective of those marginalized by the dominant sexual ethos; it explores the ways that culture defines and regulates sexuality as well as the reverse, the ways that sexuality structures and shapes social institutions.

Students may choose a Concentration in Queer Studies in addition to any major, and may weight their choices toward the social sciences, the humanities, the arts, or the life sciences. The Concentration in Queer Studies will require six courses: three core requirements and three electives selected from among cross-listed courses approved by the Queer Studies Committee. Since every course will not be offered every semester, students interested in this Concentration should discuss and plan their course selections with the close assistance of a member of the Committee.

Queer Studies Concentration

Core Requirements Required courses for the completion of the concentration are QS 101 Partnerships and Politics, QS 201 Queer Theories and QS 400 Senior Seminar, and three approved electives.

Electives Elective courses shall be approved by the Queer Studies Committee based on the following criteria, or through petition to the Committee:

At least two-thirds of the course should focus on: some aspect of gay, lesbian, bisexual, transgender experience, culture, and history; and/or relevant issues or themes (privilege, oppression, sexual behavior, identity, performance, social movements, etc.); and/or conceptual categories (gender, sexuality, etc.) central to the field of Queer Studies.

Any course in the concentration should address in some way the relationship between the normative and the transgressive. Through these courses, students should gain an understanding of and respect for other differences in human lives such as age, ability, class, ethnicity, gender, race, and religion. Courses which already meet the criteria for Queer Studies electives, or which can be readily adapted to meet the above criteria through negotiations between the instructor and the student, include (but are not limited to) the following:

ARTS 265 Queer Graphix
BLST 235 Introduction to Black Studies
BLST 340 Social Movements
COMM 315 The Trouble with Normal
COMM 329 Gender and Communication
COMM 402 Language, Identity, and Politics
COMM 406 Rhetoric and Social Movements
ECON 416 Women in the U. S. Economy
EDUC 330 Gay and Lesbian Issues in Education
ENGL 225 GLBT Writers
ENGL 245 Human Diversity through Literature
ENGL 311 Body Rhetoric
ENGL 365 Queer Shakespeare
HIST 383 Sex and Sexuality in Latin America
MUS 332 Music and Sexuality
PHIL 275 Philosophy of Feminism
PSYC 301 Psychology of Women
RELG 101 Introduction to Theology
RELG 340 Women and Social Ethics in a Global Context
WMST 101 Issues in Feminism
WMST 229 Mediating Gender and Sexuality
WMST 307 Feminist Theory

Course Offerings

Introduction to Queer Studies (QS-101) A survey of the legal regulation of sexuality and gender in the 19th and 20th centuries and the emergence of modern civil rights movements of sexual minorities. This course will focus on the history, strategies, conflicts, and issues associated with these political and social movements. **4**

Sex, Gender & the Brain (QS-103) 4

Science, Sex & Gender (QS-190) Current research on sex differences in humans and animals has raised our awareness of bona fide variations in brain chemistry and function between males and females. How do these legitimate research findings compare with our stereotypes about gender differences? During the semester we will investigate several perspectives on sex and gender differences - from popular media sources to leading research. We will also investigate the role of women and men in science in a historical and modern context. Ultimately our goal is to blend our knowledge with our personal experiences to answer the question, "Is the study of science divided by sex and gender?" **4**

Queer Theory (QS-201) An interdisciplinary course designed to introduce students to historical and theoretical treatments of topics such as the essentialism vs. constructionism debate; intersections of race/gender/class and sexual orientation; science and representation; performativity and normativity; and ethics, politics and law. Cross-listed with WMST 379. **4**

Queer Graphix (QS-213) Through a series of drawing and printmaking projects, this studio art course seeks to explore and creatively express queer culture, aesthetics and GLBT art history, as well as notioins of identity, gender, orientation and sexuality. Art students will employ traditions of journalistic comics, collage, screen-printing, photo-copies, community collaborative artistic work (zines) and research presentation projects to not only celebrate queer artistic practices but also reveal the often damaging impact society and politics has on self identity and expression. **4**

Special Topics in Biology (QS-215) This is a special topics course originating in the Biology Department. This course provides a venue in which to explore topics in Biology that meet the requirements of an elective course in the Queer Studies Concentration. Topics will vary according to the needs and interests of the teaching faculty offering this course. In some cases, this course may be repeated for credit. **4**

Introduction to Black Studies (QS-235) An introductory study of the Black experience in America, this course will survey the field by examining in series, the various social institutions that comprise Black American life. Students will be introduced to fundamental contemporary issues in the study of Black religion, politics, economics and the family. Additionally, this course will serve as an introduction to Afrocentricity, "the emerging paradigm in Black Studies," and to the new scholarship on Blacks in America. **4**

Special Topics in Communication (QS-236) This is a special topics course originating in the Communication Department. This course provides a venue in which to explore topics in Communication that meet the requirements of an elective course in the Queer Studies Concentration. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit. **4**

Special Topics in Dance (QS-240) This is a special topics course originating in the Dance Department. This course provides a venue in which to explore topics in Dance that meet the requirements of an elective course in the Queer Studies Concentration. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit. **4**

Human Diversity Through Literature (QS-245) A study of selected works by and about bisexual, gay, lesbian and transgender people. **4**

Special Topics in Literature (QS-250) This is a special topics course originating in the English Department. This course provides a venue in which to explore topics in English that meet the requirements of an elective course in the Queer Studies Concentration. Topics will vary accordiing to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit. **4**

Topics in Queer Studies (QS-268) **1-4**

Philosophy of Feminism (QS-275) Feminism can radically challenge traditional ways of doing philosophy. In asking why women and women's experience seem to be missing from the tradition of philosophy, it implicitly questions philosophy's claim to objectivity, universality, and truth. Thus, feminist criticism probes some of the most fundamental philosophical assumptions about our knowledge of and interaction with the world and other people. Are there philosophically significant differences between men and women? This course examines this and other questions, emphasizing contemporary feminist discussions of epistemology, ethics, and science. Prerequisite: One previous course in Philosophy or Women's Studies or consent. **4**

Special Topics in Religion (QS-280) This is a special topics course originating in the Religion Department. This course provides a venue in which to explore topics in Religion that meet the requirements of an elective course in the Queer Studies Concentration. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit. **4**

Introduction to Theology (QS-281) Theology is an attempt to understand ourselves and our world in relation to transcendent reality. It is simultaneously an attempt to state persuasively the claims of faith in relation to the controlling experiences of an era. The course will focus upon theological responses to issues like environmental deterioration, race and gender, violence and the death penalty. **4**

Issues in Feminism (QS-290) This interdisciplinary course will examine some aspects of institutionalized sexism in contemporary America, such as differential role socialization and its consequences; legal inequalities; job discrimination; reproductive issues; and violence against women. Every woman's experience of sexism is mediated by her class, race, age, religion, sexual preference and so forth; therefore the diversity of women's experience is a key factor in our study. The class format will be primarily a lecture-discussion format and may include small group discussions. **4**

Seminar: Psychology of Women (QS-301) This course reviews psychological research and theories on women. Topics include sex bias in psychological research, gender differences and similarities in personality and abilities, lifespan development, problems of adjustment and psychotherapy, language and communication, women's health, female sexuality, and violence against women (rape and wife battering). Prerequisites: PSYC 100, PSYC 200, and junior or senior status, or consent of instructor. **4**

Feminist Theory (QS-307) This course examines various ways of understanding gender by looking at a variety of feminist theories. Theories studied may include psychoanalytic, feminist theory, cultural materialist feminist theory, etc. Particular consideration will be given to issues raised by multiculturalism, women of color, womanist perspectives, queer theory, class concerns, international and transnational movements. The course will introduce students to a variety of theories to enable them both to recognize and use those theories in their research and social practice. Students will be encouraged to become reflective about their own theoretical stances and to consider how societies can move closer to justice for both women and men. Prerequisite: One Women's Studies course or consent. (Fall) **4**

Families, Sexuality and the State (QS-313) In this seminar we explore the ways in which race, ethnicity, social class and sexuality shape family/kinship structures in and beyond the contemporary U.S. We explore specific issues including sexuality and kinship; reproductive technologies and surrogacy; transnational families; and women's political activism in the context of families. These issues are explored using sociological, anthropological, and feminist theories. Prerequisite: S/A 100 or consent. **4**

Gender and Communication (QS-329) This course focuses on (1) the role of interpersonal, social and political communication in the construction of gender expectations in American culture, and (2) how those expectations get communicated/performed, and thus reified, in our daily lives. We will explore the complex interplay between self expectations and social expectations of gender that get expressed, challenged, and ultimately influenced by and within a variety of social and interpersonal contexts: education, the body, organizations, friends and family, romantic relationships, the media, and politics. Prerequisites: COMM 280 and COMM 290. **4**

Gay and Lesbian Issues in Education (QS-330) In this seminar students will examine gay and lesbian issues in what is, arguably, the most central social institution in contemporary American culture. We will begin with an introduction to sexuality, drawing upon scientific and historical scholarship, and collectively delineate critical issues regarding sexuality in U.S. schools. We will study Queer Theory as a foundation for the work to follow and read central texts in the queer history of education. We will read major legal documents regarding sexuality in the United States and secondary literature relating to them. In this section our focus will be on students' rights regarding Gay Straight Alliances, safety, and educators' employment rights. We will discuss gay and lesbian issues in a multicultural education framework in terms of issues identified by the class earlier in the semester. **4**

Music and Sexuality (QS-332) **4**

Social Movements (QS-340) In this course we explore social movements as a primary means of social change. We attempt to understand the conditions which precede, accompany and follow collective action. Particular case studies for analysis will be drawn from the United States and cross-cultural contexts to illustrate that social movements are human products that have both intended and unintended consequences. This course is sometimes taught with a special subtitle: "Social Justice Movements in Communities of Color," cross-listed with the Black Studies Program. Prerequisite: SA 100 or consent. **4**

Directed Study (QS-361) **1-4**

Directed Study (QS-362) **1-4**

Independent Study (QS-363) **1-4**

Independent Study (QS-364) **1-4**

Sex and Sexuality in Latin America (QS-383) This course critically examines gender and sexuality in Latin America. Particularly it will explore the various attempts by the ruling elite to define acceptable and deviant gender roles and sexual identities, how the non-elite resisted the imposition of those elite notions of propriety to create their own codes of conduct, and how those conflicts have changed over time. **4**

Senior Seminar (QS-400) This is a capstone course for the QS concentration during the Fall semester, when it may also serve to help students apply Queer Theory to a senior project or honors project in their chosen major. **4**

Language, Identity and Politics: Discourse and the Public Sphere (QS-402) This course examines the role of language and discourse in constructing, maintaining and transforming identities, publics and politics in late 20th century democracies. Throughout, we will consider the relationship between language use and unequal relations of power. We will begin with an introduction to discourse studies and explore discourse as symbolic power, social practice and ideology. Next, we will examine the role of discourse in constructing and maintaining identities and communities, including those of sublatern and marginalized publics. Finally, we will examine and critique the role of discourse in public sphere(s) from Afrocentric, feminist and queer perspectives. **4**

Rhetoric and Social Movements (QS-406) This course focuses on the historical rhetorics of discontent and transformation. Students will examine the characteristics and functions of persuasive discourse produced by social movements; the ways in which symbolic action sought to shape perceptions of concrete realities.

Of particular interest will be the intersection of cultural context, biography, and creative rhetorical strategy. **4**

Women in the U.S. Economy (QS-416) This course will focus on the market and nonmarket contributions of women to the U.S. economy. A historical framework provides the backdrop for examining the economic, political and social institutions that affect women's contributions to the nation's economic well-being. Prerequisite: 301. **4**

Senior Research (QS-451) 4

Senior Research (QS-452) 4

Religion

Faculty

Associate Professor Harold Van Broekhoven, Chair

Professors John E. Cort, David O. Woodyard; Associate Professors John L. Jackson, Harold Van Broekhoven; Assistant Professors R. Jonathan Moore, K. Christine Pae; Academic Administrative Assistant Sandra Mead

Departmental Guidelines and Goals

Religion is an essential part of humanistic studies in a liberal arts education. The study of religion is one way to establish a view of reality, and more specifically a view of the meaning of human existence as individuals and as social beings in relation to ultimate reality.

The goals of the Department are to familiarize the student with the nature of religion, to give him or her an understanding of both Abrahamic and non-Abrahamic religious traditions, to help the student develop critical and analytical skills for examining the various religious systems offered in a pluralistic society, and to examine his or her own religious perceptions.

Religion Major

A Religion major requires nine courses. It has the following components: (1) A common set of five courses (201, 204, 211, 215, 224) from which four are required. (2) A concentration of at least three courses in designated areas. (3) A seminar for majors and minors only, designed around special topics that will be in a concentration area. (4) A comprehensive examination with take-home and in-class components. First-Year Seminars taught by a member of the department may count toward a concentration. Ordinarily, no more than one course at the 100-level may count. If a major has completed the common courses and fulfilled a concentration, a Senior Research Project may count toward the nine-course requirement.

Religion Minor

A Religion minor consists of (1) a common set of five courses (201, 204, 211, 215, 224) from which four are required; (2) an elective course; (3) a seminar for majors and minors only, designed around special topics; and (4) an abbreviated comprehensive examination.

Course Offerings

Introduction to Theology (REL-101) Theology is an attempt to understand ourselves and our world in relation to transcendent reality. It is simultaneously an attempt to state persuasively the claims of faith in relation to the controlling experiences of an era. The course will focus upon theological responses to issues like environmental deterioration, race and gender, violence and the death penalty. **4**

Ethics, Society and the Moral Self (REL-102) Human beings are social beings. Our decisions influence our society and vice versa. From interfaith perspectives on ethics, this course will explore critical social issues such as religious conflict, racism, global poverty, environmental destruction, and heterosexism in religion. Through critical analysis of these issues, students are expected to contemplate how to live "peace, love, and justice," the basic principles taught by major world religions. **4**

World Religions (REL-103) An introduction to the comparative study of religion, involving case study surveys of several of the major religious traditions of the contemporary world. Guiding questions include: What does it mean to live within each tradition? What does one do? How does one view the world? To what extent is religion a matter of personal experience and to what extent a matter of social and cultural experience? How have people in these traditions balanced the pursuit of wisdom and the practice of compassion in their lives? How do we begin to study the world's religious traditions? **4**

Religions in India (REL-104) "Religions in India" is an introductory survey of the religious life of the South Asian subcontinent. The course provides an introduction to four religious traditions that originated in South Asia: Hinduism, Jainism, Buddhism, and Sikhism; and looks at the South Asian expressions of five religions that originated outside South Asia: Zoroastrianism, Judaism, Christianity, Islam and Bahai. **4**

Buddhism (REL-105) A historical and thematic survey of the Buddhist tradition from the time of Siddhartha Gautama, the Buddha, until the present. Emphasis upon the ways in which Buddhist teachings and practices have interacted with and been changed by various cultures in Asia, and more recently in North America. (Only offered Fall 2012) **4**

Introductory Topics in Religion (REL-199) A general category used only in the evaluation of transfer credit. **1-4**

The Reality of God (REL-201) The premise of the course is that the metaphors we use for God are profoundly consequential. The ways we image God affect our understanding of ourselves and our society. We will explore how particular metaphors impact economic justice, the ecological crisis, history and human oppression as well as our personal lives. (Only offered Fall 2012) **4**

Jewish Studies (REL-202) The course is an inquiry into the nature of Judaism. The emphasis will be on the development of Rabbinic Judaism: Theology, History, and Rabbinic Literature. (Not offered 2012-2013) **4**

Asian Religions in the U.S. (REL-203) Who are Asians and Asian-Americans in the 21st century's United States? What religions have they brought? How have they changed the ecology of our contemporary U.S. society? What issues are they facing? Particular attention goes to Islam, Buddhism, Hinduism and urban immigrant Christianities. Mandatory site-visits to immigrant religious organizations in Greater Columbus are required. (Not offered 2012-2013) **4**

Religious Pluralism and American Identity (REL-204) What does it mean to be "American" in the twenty-first century? Is it even possible for such a religiously diverse people to affirm a common identity of any substance? Today, citizens must negotiate among the often competing demands of religion, community, and nation. This course will examine how Americans have historically viewed religious diversity, consider theoretical approaches to religious pluralism, and explore how contemporary local conflicts illuminate just how religious does (not) and should (not) affect engaged, democratic citizenship. (Only offered Spring 2013) **4**

Religion and Nature (REL-205) An investigation of the religious value of nature in Christianity and Buddhism, particularly in America and Japan. We look at how people in these cultures have viewed the place of humanity within the world of nature, and the relationships among humanity, God and nature. (Not offered 2012-2013) **4**

Religion in American Politics and Law (REL-206) This course explores the interplay between religion and American culture through the lenses of politics and law. Is there an American view of religion? Is there a religious view of America? Is there an inherent tension between religion and constitutional democracy? Among the topics to be treated are the following: religion in education; science and religion; "civil religion"; war and religion, sects, cults and Native American practices; religious values in the making of public policy. (Not offered 2012-2013) **4**

Religion and Art (REL-207) This course explores the relationship between artistic expression and religious experience. At the heart of the course is the question, "What is the relationship between religion and art?" To explore this question, we will undertake a comparative study of the use and critique of sacred images in Hinduism and Christianity. (Not offered 2012-2013) **4**

The Nature of Religion (REL-210) This course explores some of the ways different scholars have asked and attempted to answer the basic questions, What is religion? What is religious experience? Scholarly approaches include those of history, philosophy, theology, anthropology and psychology. (Not offered 2012-2013) **4**

Introduction to the Bible (REL-211) An introduction to the Hebrew Bible and to the Early Christian (New Testament) interpretation of the Hebrew Bible. The course focuses on the development of the literature of the Bible as reflecting the history of debates over what constituted the religion and culture of ancient Israel and early Judaism. (Only offered Fall 2012) **4**

Introduction to the New Testament (REL-212) This course introduces the main areas of New Testament studies: the history, culture, and religious background of the New Testament community and the characteristics, religious phenomena and theological themes of the New Testament writings. The course focuses on the historical Jesus and the historical Paul. (Not offered 2012-2013) **4**

History of Christian Thought (REL-213) A study in the development of Christian teachings to the early Middle Ages. Changing concepts of Church Doctrine and the nature of the church, with its approach to human problems are studied. (Not offered 2012-2013) **4**

The Christian Right in American Culture (REL-214) This course will examine the history, theology, practices, and politics of the so-called "Christian Right" in America. In coming to appreciate the complexities of pentecostalism, fundamentalism, and evangelicalism, we'll look at megachurches, speaking in tongues, the feminism of submissive wives, creation science, and the commercialization of contemporary conservative Christianity. (Only offered Fall 2012) **4**

Hinduism (REL-215) One of the oldest surviving religions on the planet, what we call "Hinduism" is actually a complex of loosely related religious traditions that have been woven together by a shared geography and by historical circumstance. By reading primary texts--from the ancient Vedas and Puranas to the work of medieval poets and contemporary film makers--students will be invited into an encounter with the religious traditions and the world views that sprouted up in South Asia so long ago, and that continue to evolve even today. (Only offered Fall 2012) **4**

Religions of China (REL-216) This course explores the basic teachings and historical development of the most influential religious traditions and schools of thought in East Asia, including Confucianism, Taoism, Buddhism, and Shinto. Attention is given to classical texts, popular practice and the recent impact of Western culture on East Asian religion. (Not offered 2012-2013) **4**

Sects and Cults (REL-217) A study of new religious movements, cults, and sects in modern America, this course will investigate the sociological and religious dimensions of such fascinating phenomena as Satanism, occultism, polygamy, witchcraft, new age religion, and UFO worship. Special attention will be given to the social-structural origins of cults and sects, to the church-sect continuum, and to the variety of social relationships that exist between religious groups and the larger society. The Unification Church, popularly known as the Moonies, Jimmy Jones' Peoples' Temple, the Hare Krishna Movement, the Branch Davidians and Heaven's Gate are among the many religious groups to be examined. (Only offered Fall 2012) **4**

Islam (REL-218) A historical and thematic survey of the beliefs and practices of the Muslim tradition from the time of the Prophet Muhammad to the present. Emphasis upon the ways that Islamic teachings and practices have interacted with, changed, and been changed by various cultures in Asia, Africa, Europe, and more recently North America. (Only offered Spring 2013) **4**

Christian Social Ethics (REL-224) Ethics, by all means, is the question of HOW TO LIVE. Among various discourses within Christian ethics, this course will focus on Christian social ethics. Christian Social Ethics encourages people to use their critical mind to analyze in what way Christianity participates in or fights against systematic oppression against human beings because of their race, gender, and class, etc. In this class, the students will explore the questions of how to critically interpret the scriptures, human experiences, Christian traditions, and secular teachings; how to make a good life for all living beings, how to be responsible social beings without harming others, and how to live peacefully and harmoniously with others in culturally, religiously, and ethnically pluralistic society. (Only offered Spring 2013) **4**

Ethics and Institutional Morality (REL-225) A critical analysis of the prospects of morality functioning within organizations and affecting their interactions with other groups. Attention will be given to comparing the moral possibilities of individuals with those of institutions and collectives, and to exploring how institutional and group loyalties tend to shape the behavior of the individuals devoted to them. The course will include an in-depth examination of some of the significant moral dilemmas faced by those in a selected occupation involving institutional commitments (for example, hospital administrators, advertisers, business managers, etc.). Different occupations will be chosen in different semesters. (Not offered 2012-2013) **4**

Women's Spiritual Activism (REL-227) What is women's spiritual activism in our contemporary society? What can we learn from those who have struggled to bring gender equality and peace in human society? Is religion anti-feminist or feminism anti-religious? In spite of cultural, racial and religious diversity among women across the globe, women often share the similar stories of physical and psychological suffering caused by their institutionalized religions and societies. Many of these women also testify that their religions enabled them to resist injustice and to build up solidarity with others including men. This course invites the students to explore the spiritual journeys of the feminist activists---their struggles for justice for all humanity. Cross-listed with WMST 227. (Not offered 2012-2013) **4**

Rebellion, Resistance and Black Religion (REL-228) This course examines the cultural continuities between African traditional religions and Black religion in the United States. It also explores the connection between politics and religion among Black Americans and the role religion plays in the African-American quest for liberation. The course examines theological and ethical issues, such as the color of God and the moral justifiability of violent revolution. Students will be given an opportunity to study contemporary religious movements, such as Rastafarianism and the Nation of Islam, along with more traditional African sectarian practices such as voodoo and Santeria. (Only offered Spring 2013) **4**

Women and Western Religion (REL-229) An introductory course analyzing the historical experiences of women within Western religion and contemporary trends in feminist theological thought. Although emphasis will vary, students will be asked to evaluate critical topics such as: how the Bible presents women, feminist reconstructions of Biblical texts, arguments that Christianity and Judaism are essentially sexist, feminist Christian and Jewish theological reconstructions and contemporary Western Goddess spirituality. (Not offered 2012-2013) **4**

Special Topics (REL-240) Islam in America. (Not offered 2012-2013) **4**

Intermediate Topics in Religion (REL-299) A general category used only in the evaluation of transfer credit. **1-4**

Major/Minor Seminar (REL-300) (Only offered Spring 2013) **4**

Seminar: Special Topics (REL-301) (Only offered Spring 2013) **4**

New Testament Studies (REL-308) This seminar will examine in depth either a text or group of texts or a theme that is important in the New Testament. (Not offered 2012-2013) **4**

Old Testament Studies (REL-309) This seminar will concentrate on either a text or a group of texts or a theme that is important in the Hebrew Bible (or Old Testament). (Not offered 2012-2013) **4**

Religion and Society (REL-317) This course investigates the relationships between religion and society and the social dimension of religious truth-claims. The central theme entails a cross-cultural study of religious influences on both social stability and change or revolution. In exploring this tension between religion and existing socioeconomic and political orders, we will consider such examples as religious movements, civil religion, and liberation theology. (Not offered 2012-2013) **4**

The Human Condition: Economic Factors and Theological Perspectives (REL-319) Exploration of the interfaces between theological claims and economic policies. The focus will be on the impact of theology upon societal values and of societal values upon economic institutions. Of special concern will be the ways in which outmoded societal values are sustained in the form of economic institutions which may oppress a minority or even a majority in a society. The context of the study will include both the Third World and the United States. (Not offered 2012-2013) **4**

Individualism in U.S. Society (REL-331) (Not offered 2012-2013) **4**

Seminar: Special Topics (REL-340) Woman and Social Ethics. (Only offered Fall 2012) **4**

Directed Study (REL-361) 1-4

Directed Study (REL-362) 1-4

Independent Study (REL-363) 1-4

Independent Study (REL-364) 1-4

Advanced Topics in Religion (REL-399) A general category used only in the evaluation of transfer credit. **1-4**

Senior Research (REL-451) 4

Senior Research (REL-452) 4

Sociology/Anthropology

Faculty

Professor Mary Tuominen, Chair

Professors Kent Maynard, Anita Waters; Associate Professors Susan Diduk, Veerendra Lele; Assistant Professor Fareeda Griffith, Russell Shekha; Visiting Instructor and Affiliated Scholar Brad Lepper; Visiting Instructor Gayatri Thampy; Visiting Instructor, part-time Jared List; Academic Administrative Assistant Nancy Welu

Departmental Guidelines and Goals

The major in Sociology/Anthropology is designed to meet the educational needs of three kinds of students: (1) those whose interests focus on a liberal arts education and who wish to use the disciplines to understand sociocultural institutions and change, as well as to gain insight into cross-cultural patterns; (2) those who wish to use sociology/anthropology as a background for certain occupations such as law, social work, business, public service, and human service careers; and (3) those who expect to pursue graduate study in sociology or anthropology, leading to a teaching, administrative, or research career.

Sociology/Anthropology Major

A major in Sociology/Anthropology must complete ten courses within the department. Six of those courses comprise a core curriculum including S/A 100, 290, 316, 350, 351 and 460. The other four courses are electives that a major may select from among the department offerings. At least three electives must be at the 300 level. S/A 460 and one elective at the 300 level are waived for students undertaking a two-semester senior research in the department (S/A 451/452).

Sociology/Anthropology Minor

Completion of a minor in Sociology/Anthropology requires a student to complete S/A 100, 290, either S/A 316, 350 or 351 and three electives for a total of 24 credits. At least one elective course must be at the 300 level. In addition, minors in Sociology/Anthropology must select an advisor from among the department faculty (in addition to the advisor in their major). Sociology/Anthropology advisors assist minors in both advance planning and selection of course work.

Course Offerings

People, Culture and Society (SA-100) An examination of fundamental questions concerning the nature and foundations of sociocultural behavior. The course presents a variety of sociocultural approaches for understanding human nature and hominid evolution, cross-cultural similarities and differences, the sources of inequality, and the enormity of recent social change. This course is required of all majors and minors in Sociology/Anthropology and has no prerequisite. **4**

Introductory Topics in Sociology/Anthropology (SA-199) A general category used only in the evaluation of transfer credit. **1-4**

Sex and Gender in Society (SA-210) This course compares and evaluates a variety of theories which attempt to explain the origins, persistence and effects of gender in American society. In particular, it explores a number of settings that may include: the family, the work place, the political arena, religious activity, violence against women, and face-to-face interactional contexts. Special attention is given to the ways in which race, ethnicity, class and sexual orientation shape gender experiences. Although its primary focus is American society, the course compares problems of sexual inequality in American society with other, quite different, societies in order to gain a comparative understanding of how discrimination, prejudice, and structural inequality, wherever they are found, create special problems for women. Throughout, the focus is on learning to use structural, historical, and theoretical information as guides to understanding social change and the choices facing women and men. Cross-listed with SA 210. **4**

Race and Ethnicity (SA-212) Contrary to the expectations of many modern social theorists, race and ethnicity continue to be important elements in the lives of contemporary people, serving as frameworks through which individual identities, community actions, and cultural meanings are interpreted. This course will introduce students to the sociocultural analysis of racial and ethnic identities. How did ethnic and racial identities and communities develop over time? Why does race, though now understood to be a social rather than a biological category, continue to be (mis)understood as a biological category? How do aspects of political, class, gender, and sexual identities influence racial and ethnic identities? We will use a global perspective to understand the conception of race and ethnicity. We will explore these topics among others including cultural and historical variability of ethnic and racial categories, the dialectical formation of identity, and the persistence of certain forms of racial and ethnic prejudice. Students will be expected to examine critically their own common assumptions and presuppositions about race and ethnicity, and to begin developing the theorectical tools for interpreting life in an ethnically diverse world. **4**

Religion and Society (SA-217) This course investigates the relationship between religion and society, and the social dimension of religious truth-claims. The central theme entails a cross-cultural study of religious influences on both social stability and change or revolution. In exploring this tension between religion and existing socioeconomic and political orders, we will consider examples such as religious movements, as well as the ritual life of both the individual's life cycle and wider social and political institutions. This course has no prerequisite. **4**

Human Origins and Prehistory (SA-224) This course examines the topics of human origins, human nature, evolution, and prehistory, emphasizing the interplay between biological and sociocultural aspects of human life. Readings will draw from accounts of primate social behavior, hominid evolution, and archaeology to investigate the foundations of our uniquely human form of adaptation through culture. This course has no prerequisite. **4**

Global Health and Local Wellbeing (SA-235) The course examines the sociocultural bases of both Western and non-Western medical and psychiatric systems. It focuses especially on different cultural assumptions about the nature and causes of illness and the institutional arrangements for the care of patients. The course will consider a variety of social scientific theoretical perspectives on the relationship between illness, medicine, and society. It will assess the degree to which non-Western medical systems may be compatible with and/or benefit to Western medicine and psychiatry. This course has no prerequisite. **4**

Environment, Technology and Society (SA-244) This course analyzes the social causes and consequences of environmental change. We explore the relationship among production, consumption, population, technology, and environment. We ask: do the social benefits of economic growth outweigh environmental costs? Does population growth lead to environmental problems? Can technical "fixes" solve environmental problems? Are "indigenous" technologies superior to "western" technologies? We'll also analyze human responses to change: policy and regulation, "green" capitalism, environmental movements, and environmental countermovements. We ask, how can we shape our future? What alternatives are likely and possible? Will the U.S. experience ecotopia or ecocide in the years to come? Will the Third World become the First World's dumping ground or will sustainable development provide environmental equity? This course is cross-listed with Environmental Studies and has a prerequisite of either S/A 100 or ENVS 101. **4**

Studies in Sociology/Anthropology (SA-245) Special topics in Sociology/Anthropology. **4**

Society and the Literary Imagination (SA-248) This course begins with a question: Does the poetic and literary imagination transcend its particular cultural context? Are there universally recognized themes or criteria for judging literature, or is all literature a reflection of what is going on in society at a particular historical moment? If there is a relationship between society and literature, we will need to explore it from at least two vantage points: What are the sociocultural bases of literature, and how might literature, in turn, influence society? The course may use different examples of sub-themes to address these issues. For example, do the criteria by which we judge "good " literature vary over time and across societies? Do the stories we tell in different societies look at society, human virtues or the environment in the same ways? To what degree do our stories, critique it or propose alternatives to social arrangements? We will discuss works (novels, plays, short stories or poetry) often acknowledged in the West to be "great literature" and look at how we establish this "canon." Yet, we will also look at children's literature, science fiction and other "pulp fiction" as equally telling sources of information about our aesthetic values and social arrangements. This course has no prerequisite. **4**

The Development of Social Thought (SA-290) An investigation of the classical foundations of social thought and sociocultural theory in sociology/anthropology. The course will concentrate on the original works of authors such as Marx, Nietzsche, Freud, Weber, Durkheim, Martineau, DuBois and other significant authors of the nineteenth and early twentieth centuries. This course is required of all majors and minors in sociology/anthropology. Prerequisite: S/A 100 consent. No First Year students. **4**

Intermediate Topics in Sociology/Anthropology (SA-299) A general category used only in the evaluation of transfer credit. **1-4**

Law and Society (SA-311) In this course we explore the intersecting relationships between law and justice in society and culture. We examine the ways in which racial/ethnic identity, gender, sexuality and economic status shape the formation of law as well as societal responses to law. Our exploration of law in society incorporates a thorough analysis and critique of classical liberal political theory, as well as critiques of law from Marx, Weber, critical race theory, feminist theory, and queer theory. Prerequisite: 100 or consent. **4**

Families, Sexuality and the State (SA-313) In this seminar we explore the ways in which race,ethnicity, social class and sexuality shape family/kinship structures in and beyond the contemporary U.S. We explore specific issues including sexuality and kinship; reproductive technologies and surrogacy; transnational families; and women's political activism in the context of families. These issues are explored using sociological, anthropological, and feminist theories. Cross-listed with WMST 313. Prerequisite: SA 100 or WMST 101 or consent. **4**

Contemporary Sociocultural Theory (SA-316) Analyses of central theoretical questions in sociology/anthropology. Historical developments and major paradigms within the two disciplines are explored. The process of theory construction is examined and a critical perspective developed. Required of majors. Prerequisites: S/A 100 and 290. **4**

Indigenous Peoples and Change in Latin America (SA-319) Ethnography of Native Americans south of the Rio Grande, with special emphasis on cultural contact, domination, and persistence. The wide variety of adaptations to the environment, and institutional arrangements of economics, politics, kinship, and religion will also be explored. We will use ethnographic case studies to assess the impact of cultural domination on indigenous societies and their attempt to maintain a traditional way of life. Prerequisite: S/A 100 or consent. **4**

Contemporary African Peoples in Historical Perspective (SA-320) This course is an examination of the historical, ethnic and socio-cultural diversity of sub-Saharan Africa societies. Central to this overview is an emphasis on the pre-colonial, colonial and postcolonial eras. It considers questions of economic development, urbanization, agricultural production and the relationship of the contemporary African state to rural communities. This course also explores symbolic systems in the context of rituals, witchcraft, indigenous churches, and new forms of Christianity currently spreading in Africa. Prerequisite: S/A 100 or by consent. **4**

Culture, Society and the Individual (SA-331) This course examines the relationship between individuals, their society and culture. This involves looking at differing cultural conceptions of "human nature", and the way in which both "intelligence" and the emotions are "cultural performances." The nature of the "self", indeed, the structure of perception and cognition, are not separable from specific patterns of sociocultural life. Finally, Western and cross-cultural examples will be used to assess different models of social determinism and the cultural impact of human decisions and action. Prerequisite: 100 or consent. **4**

Cross-Cultural Study of Art (SA-336) The course focuses on expressive culture in a variety of socio-cultural settings across the globe. We examine sociological and anthropological theories used to study the relationship between art and society. In particular, the course examines the complex relationships between non-Western art and European art contexts. The role that the producer, dealer, consumer and the global market play in these relationships will receive special attention. The appropriation and assimilation of art across national and cultural boundaries raise fascinating questions concerning "authenticity," "value," and meaning. The course also examines the role of museums and art exhibitions in representing the art of non-Western societies and diasporic communities. Prerequisite: S/A 100 or by consent. **4**

Social Structure and Popular Culture (SA-338) Under study here are the production and distribution, form and content, and artists and audiences of popular culture internationally. We will consider prominent social theories, from the Frankfort School's critique of popular culture, through the writings on mass culture in the United States, to the recent rehabilitation of popular culture by British writers like Stuart Hall and Paul Gilroy. Some of the major questions addressed will include: How do the social arrangements and the technologies of production shape the messages conveyed in popular media? What is the relationship between popular culture and "high" culture? Under what conditions does popular culture distract people from the struggles for equality and social justice, lulling them to passivity, and when can it inspire protest, or even transform people's behavior? Prerequisite: 100 or consent. **4**

Culture, Identity and Politics in Caribbean Society (SA-339) This course focuses on the social, cultural and political life of the Caribbean area, especially the English- and French-speaking areas. A fragmented group of nations decidedly on the periphery of the global economy, the Caribbean was once one of the richest areas of the world. Its riches then depended on the labor of enslaved Africans; the fruits of the plantation economy were enjoyed mainly by European planters. What is the legacy of such a history? We review the variety of Caribbean policies, from the strong democratic traditions of Jamaica to the autocratic rulers of Haiti, and explore how the Caribbean's unique combination of cultural influences affect the political processes, ways of life, class divisions and ethnic stratification evident in the Caribbean today. Prerequisite: 100 or consent. **4**

Social Movements (SA-340) In this course we explore social movements as a primary means of social change. We attempt to understand the conditions which precede, accompany and follow collective action. Particular case studies for analysis will be drawn from the United States and cross-cultural contexts to illustrate that social movements are human products that have both intended and unintended consequences. Prerequisite: S/A 100 or consent. **4**

Non-Governmental Organizations, Development and Human Rights (SA-342) This course is a critical and inter-disciplinary examination of the role and consequences of non-governmental organizations (NGOs) in the development industry. The course explores the history, organization and agenda building of NGOs since the 1950's. Power relationships between NGOs and states, particularly in the southern hemisphere, as well as with bilateral and multi-lateral institutions are pivotal to our examination. The ideological, programmatic and conceptual differences among NGOs are examined within the broader context of theories of development. We ask why growing numbers of people see NGOs as the answer to ameliorating poverty, disease, violations of human rights and environmental degradation, among others. Some of the organizations that we examine include Greenpeace, Amnesty International, the Grameen Bank and Working Women's Forum. Prerequisite: S/A 100 or consent. **4**

Demography of Africa (SA-343) In this course, we begin by reviewing current literature to clearly define the term, Demography. Next, we examine the demographic processes of population change in the continent of Africa. Demographic processes include mortality, fertility and migration. In addition, we explore patterns of urbanization, economic development and educational attainment. We analyze survey data from the African Census Analysis Project and Demographic Health Survey. Upon completion, you should be familiar with a variety of demographic processes that allow an examination of interesting demographic, social and anthropological questions. Prerequisite: SA 100. **4**

Special Problems (SA-345) Special topics offered at an advanced level not covered in regular courses. **4**

Power in Society (SA-347) Using theoretical approaches and methodological tools from sociology and anthropology, this course explores the nature of social power and its distribution in a variety of social settings. Under what conditions do specific types of power distributions emerge, and what consequences do they have for people's social and economic lives? When do political systems change, and why? How do social and cultural factors influence people's participation in political action? A variety of social institutions relevant to politics are examined in this course, including interest groups, political parties, the state and transnational organizations. Processes such as legitimization of authority, social influences on policy formation, political socialization, mobilization and cooptation are analyzed in the contexts of local, national and international politics. Prerequisite: SA 100 or consent. **4**

Semiotic: The Social Life of Signs (SA-348) This course is an introduction to semiotic theory. Semiotic is the study of signs and representation. It is based upon the simple and perhaps surprising insight that things are meaningful only to the extent that they stand for something other than themselves. This is not simply a 'theory' class - this class will focus on the symbolic, empirical, material world. As a social science course, we will be concerned primarily with human semiosis, that is, the ways in which human being is manifest through and in signs, with a particular focus on the semiotic of C.S. Peirce. While no prior training in formal philosophy is required, some training in the study of human sociocultural practices will be helpful. Most of all, this course will endeavor to introduce students to some key aspects of Peirce's semiotic and phenomenology, all in the service of understanding our "glassy essence". Prerequisite: SA 100. **4**

Field Research Methods (SA-350) This course provides experience in the design and implementation of field research. In addition to techniques of collecting, analyzing, interpreting and reporting data, we examine the history of social research, ethical questions involved in field research, and the theoretical assumptions on which various research strategies are based. Students will construct and implement research designs using field research techniques including ethnography, participant observation, and content analysis. Quantitative analysis including descriptive statistics will be included. Required of majors. SA 350 and 351 may be taken in any order. Prerequisite: S/A 100 or consent. **4**

Survey Research Methods (SA-351) This course provides experience in the design and implementation of sociocultural research. In addition to techniques of collecting, analyzing, interpreting and reporting data, we examine epistemological issues that underlie social research, ethical questions involved in research, and the theoretical assumptions on which various research strategies are based. Students will construct and implement research designs using survey research and secondary data analysis. Quantitative analysis, including descriptive and inferential statistics, analysis of variance, and simple regression will be included. Required of majors. SA 350 and 351 may be taken in any order. Prerequisite: S/A 100 or consent **4**

Directed Study (SA-361) Credit earned will be determined by departmental evaluation. **1-4**

Directed Study (SA-362) Credit earned will be determined by departmental evaluation. **1-4**

Independent Study (SA-363) 1-4

Independent Study (SA-364) 1-4

Advanced Topics in Sociology/Anthropology (SA-399) A general category used only in the evaluation of transfer credit. **1-4**

Senior Research (SA-451) 2-4

Senior Research (SA-452) 2-4

Senior Research Seminar (SA-460) An integrative course designed to be a culmination of students' work in the major. This course focuses on the design and completion of semester-long research projects by senior majors. The course will provide the basis for reflection about the nature and importance of sociology/anthropology as disciplines and in relation to our role as researchers and citizens. Required of Senior Majors. **4**

Spanish

Faculty

Professor Xinda Lian, Chair

Professor Susan Paun de García; Associate Professors Dosinda Alvite, Mónica Ayala-Martínez; Assistant Professors Jason Busic, Verónica M. González López, Francisco J. López-Martín; Visiting Instructors/Assistant Professors Iliano Figueroa, Bobby Nixon, Beth Tatko; Academic Administrative Assistant Liz Barringer-Smith

Departmental Guidelines and Goals

Educated people spend their lives trying to grow in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning a foreign language contributes to our education by providing an intimate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be human. Also, foreign-language courses allow entry into the subjectivity of the target language on its own cultural and linguistic grounds, allowing a different and more profound redefinition of our own culture.

Our basic courses offer the opportunity to acquire the skills and knowledge to master a foreign language. Students take full advantage of that opportunity, so they can use the target language in subsequent courses dealing with the foreign culture. The Department emphasizes the use of a foreign language in most of its courses so that students can best appreciate a foreign culture from within its own mode of expression.

With a view toward career opportunities, the Department encourages integrating foreign language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, political science, and English. Courses in cultural studies and literature, aside from their intrinsic worth, also present multiple perspectives on other cultures and areas of intellectual experience.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the Department and the Office of Off-Campus Studies (see Off-Campus Programs). On-campus opportunities to improve their command of the language are provided by the Language and Culture Program, language tables, foreign films, club meetings, and similar activities sponsored by the Department. There are as well subsidized field trips to museums and pertinent activities in cities across the country, and in some cases foreign countries.

Spanish Program Mission Our mission is to enrich students' views on life by learning languages and crossing cultures in an intellectually challenging context. By working closely with professors in class and individually, students learn to value alternative perspectives and to think in diverse ways.

Spanish Program Vision Our students become co-learners with each other and us, and competent in intercultural communication and the study of cultural discourses. They engage with a wide range of texts and develop analytic and evaluative skills to be active participants in a rapidly changing world. They connect with the world outside in multiple and significant ways: study abroad, student conferences, guest speakers, extracurricular activities, community outreach. Our program is a rigorous, intellectually stimulating, and fulfilling endeavor, responding to an ever-changing world. It integrates culture, language, and literature through and across multiple perspectives and methodologies. It also forges ties with many other departments throughout the university so that our discipline can facilitate research and the construction of knowledge across the curriculum

Goals for the Major The program subscribes to the Standards for Foreign Language Learning in the 21st Century articulated by the "National Standards in Foreign Language Education Project".

Communication

- Interpersonal
  Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Interpretive
  Students understand and interpret written and spoken language on a variety of topics from diverse media.
- Presentational
  Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

- Practices and perspectives
  Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Products and Perspectives
  Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

- Students reinforce and further their knowledge of other disciplines through the foreign language.
- Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons

- Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own, including the relationship between accepted practices, products and perspectives.

Communities

- Students use the language both within and beyond the school setting.
- Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Spanish Major

Students majoring in Spanish must take a minimum of 9 courses above 213. Required courses are: Spanish 215, 220, 230. In addition, students must take 3 elective courses at the 300 level and 3 elective courses at the 400 level. Students engaged in a full-year Senior Research Project in Spanish will need only one 400-level course. All students who wish to engage in Senior Research projects are expected to submit a petition to the department during their junior year (before a study abroad experience is undertaken).

Spanish Minor

The minor in Spanish consists of at least five courses above the 213 level, including three required courses at the 200 level and two electives at the 300 or 400 level. The following courses are required: 215, 220 and 230.

Additional Points of Interest

Summer Abroad in Chile The International Program "Gender and Culture in Chile and Latin America" offers an intercultural encounter and dialog between universities, allowing students to make contact with the world of Chile and Latin America and to get to know Chile's social, geographical and cultural landscapes. During their stay in Chile, students are immersed in a Spanish-speaking environment in the atmosphere of a non-traditional university, located in central Santiago.

The Language Lab An important asset of the department is the Language Lab with its 27 Macs, zone-free DVD player, multi-standard VCR and document camera. The Lab provides support for learning activities outside and inside the classroom, ranging from grammar drills to research and collaborative writing projects, as well as discussions on authentic materials published on the Internet. The area is designed not only for individualized instruction but also for group work and small seminars that use a variety of digital materials for class discussion.

Cultural Enrichment Each semester the Department offers students exceptional opportunities for cultural enrichment in foreign languages. These opportunities include, for example, off-campus trips to target-culture plays, movies and performances, as well as campus visits by native scholars and performers. In that way, experiences in target cultures become more readily available to our students. These opportunities are made possible through a most generous endowment bestowed on the Department of Modern Languages by the Patty Foresman Fund.

The Foresman Lounge Located in the central hub of the department, it provides the Denison community with a space for a wide range of activities such as receptions, classes, and informal gatherings. This area has a small kitchenette with a table and chairs for sharing lunch or a coffee with our faculty. It is also equipped with a wide range of technological devices with which to enrich our students' learning experiences. This room has a 52-inch flat screen TV that is connected to a satellite dish, which provides us with SCOLA television services from around the world. The TV is also connected to a multi-standard VCR, a zone-free DVD player and a document camera. The lounge has a ceiling-mounted data projector, which connects to a networked Mac computer, the DVD player, VCR and document camera.

General Departmental Regulations Students planning to major in the Department are advised to begin course work in the first year. Those wishing to fulfill the basic requirement in language by continuing the one begun in secondary school will find it advantageous to begin their course work in the first year. The Department of Modern Languages strongly recommends that students complete their language requirement by the end of their sophomore year.

The Language and Culture Program This exciting residential option gives students the opportunity to hone their language skills and to participate in special cultural events. Students who choose this residential option will live in a small community of their peers who share their enthusiasm for foreign languages and cultures. Special extracurricular activities and programming in the Language House support language acquisition and permit a closer relationship with professors and language assistants from the Department of Modern Languages.

Course Offerings

Beginning Spanish I (SPAN-111) Students learn about the Spanish-speaking world while they start developing their Spanish linguistic skills in four basic areas (listening, speaking, reading, and writing). Students do a variety of written and oral activities that include formal and informal presentations, skits, short essays, etc. The course is conducted in Spanish. **4**

Beginning Spanish II (SPAN-112) Students continue learning about the Spanish-speaking world while they solidify their Spanish linguistic skills at the ACTFL novice level in the four basic areas (listening, speaking, reading, and writing). Students do a variety of written and oral activities that include formal and informal presentations, skits, short essays, etc. The course is conducted in Spanish. Prerequisite: Spanish 111 or placement. **4**

Introductory Topics in Spanish (SPAN-199) A general category used only in the evaluation of transfer credit. **1-4**

Intermediate Spanish (SPAN-211) Students further their knowledge of the Spanish-speaking world while developing a functional comprehension and use of spoken and written Spanish at the ACTFL novice-high/intermediate-low level. The course solidifies grammar structures and emphasizes the acquisition of cultural knowledge about the Spanish-speaking world through a wide variety of visual and written texts. Conducted in Spanish. Prerequisite: Spanish 112 or placement. **4**

Communication Skills (SPAN-213) Students will enhance their proficiency in oral and written Spanish, in order to solidify a low-intermediate ACTFL level. Students will develop skills such as summarizing, comparing, contrasting and synthesizing. Students will practice communicational abilities through discussions, oral presentations, debates, reports and film reviews. Audiovisual materials, Internet based resources and cultural readings will be frequently used texts. Conducted in Spanish. Prerequisite: Spanish 211 or placement. **4**

Writing Workshop (SPAN-215) Students will develop their writing skills through an intensive review of Spanish grammar. They will also cover advanced linguistic structures (use of idioms, que vs. cual, preposition use, etc.). Students will learn a range of composition tools (connectors, the usuage of synonymy and MLA style) which will help them expand their writing abilities and knowledge. This course is designed to develop student's writing skills in a wide variety of genres. Students will write, edit, and evaluate their work and that of their peers', following textual models. Students will solidify a low-intermediate ACTFL level. Conducted in Spanish. Prerequisite: Spanish 213 or placement. **4**

Introduction to Hispanic Literature (SPAN-220) What is literature? What is it good for? How is Hispanic literature different from literature written in English? Short stories, poems, plays and essays representative of various Spanish-speaking countries are read and analyzed in this class. Students will learn and practice the skills of close reading, informed discussion and analytical writing about literature. Students will develop an understanding of the nature of literary genres and literary concepts (themes, character, conflict, point of view, figurative language). Students will develop an appreciation of literature and the ability to interpret it by writing short analytical essays, doing oral presentations, reciting poetry and performing plays. Students will achieve an intermediate-mid ACTFL level. Conducted in Spanish. Prerequisite: Spanish 215 or placement. **4**

Introduction to Hispanic Cultures (SPAN-230) Students are introduced to important cultural characteristics and productions from both Latin America and Spain. This course offers a historical framework to identify, analyze and contrast fundamental cultural themes, actors and events. Students will develop analytical and critical skills to understand similarities and differences between Spain and Latin America. Students will achieve an intermediate-mid ACTFL level. Conducted in Spanish. Prerequisite: Spanish 215 or placement. **4**

Intermediate Topics in Spanish (SPAN-299) A general category used only in the evaluation of transfer credit. **1-4**

Translation Studies: Being Translingual and Transcultural (SPAN-314) This course introduces students to the existing world of translation. Students work with written texts, transferring text from a source language into a target language (Spanish-English and English-Spanish). This is far more than replacing one word with another: the translator must also convey the style, tone, and intent of the text. Focus is on the actual process of translation: what the translator does and why. Students will work mostly with literary and journalistic texts. Students will gain an understanding of different cultural communication styles. Students will familiarize themselves with the relationship between language and power, and the role of the translator as the "in-between" agent. Prerequisite: SPAN 215, 220 and 230. **4**

Grammar in Context (SPAN-315) Students conduct an in-depth analysis of the Spanish grammatical system, which includes phonetics and phonology, morphology, syntax, semantics, and pragmatics. Students will also be familiarized with diachronic and diatopic linguistic variation, the history and evolution of Spanish, translation. Written work and oral presentations in Spanish are produced at the ACTFL intermediate-high level. Students analyze the Spanish grammatical system in a wide variety of written and oral texts by completing problem-solving exercises to illustrate and demonstrate key concepts. Conducted in Spanish. Prerequisites: Spanish 215 and either Spanish 220 or Spanish 230. **4**

Survey of Spanish Literature (SPAN-320) Students will analyze Spanish Literature from the Middle Ages to the Twentieth Century within its historical, sociocultural and artistic contexts. This course offers an overview of main literary periods, authors and genres. Students will examine a variety of texts and the outstanding characteristics of their authors. Students will engage in critical analysis of texts through research essays, creative projects and oral presentations, at the ACTFL intermediate-high level. Conducted in Spanish. Prerequisites: Spanish 215, Spanish 220 and Spanish 230. **4**

Transatlantic Myth Busters: The Black Legend (SPAN-322) Was Inquisition an evil machine created by the Spaniards to terrorize the world? Did the Spanish Empire rule over half of the world through fear and punishment? Is Spain a barbaric country? Students will address these and other questions that arose during the 16th and 17th centuries in Europe to analyze the expansion of the Spanish Empire. In this class, we will study different power relationships between Spain and Latin America and, Spain and Europe. Through historical, literary and cultural texts students will analyze the myth known as "The Black Legend" and learn about different social and political structures and discursive strategies that sustain power. Students will also explore how these have been transformed and survive nowadays. Prerequisite: SPAN 215, 220, and 230. **4**

Hispanic Culture Through Service Learning in Central Ohio (SPAN-323) Students learn about the cultures and varied history of Latino communities in the USA and use their Spanish language skills through service with local Hispanic communities. Specific questions on education and representation of Mexican Americans, Cubans Puerto Ricans and Central-Americans are explored. Written work and oral presentations in Spanish are produced at the ACTFL intermediate-high level. Students analyze texts, evaluate films and documentaries, and write journals reflecting on the students' experiences with the Latinos we work with. **4**

Survey of Latin American Literature (SPAN-325) Students will analyze texts from Pre-Columbian times to the present within their historical, sociocultural and artistic contexts. This course offers an overview of main literary periods, authors and genres. Students will examine a variety of texts and the outstanding characteristics of their authors. Students will engage in critical analysis of tests through research essays, creative projects and oral presentations, at the ACTFL intermediate-high level. Conducted in Spanish. Prerequisites: Spanish 215, Spanish 220 and Spanish 230. **4**

Cultures of Spain (SPAN-330) Students will analyze how the different people of Spain conceive of and represent themselves, their attitudes, values and beliefs. Through a multidisciplinary approach, students will explore questions about national and regional identities, religious and ethnic communities, cultural movements and institutions, canon formation and popular culture. Following a historical perspective, students will examine the evolution of institutions, traditions and various artistic endeavors. Hisstorical, cultural, philosophical texts will be the basis of this class. Students will hone the skills of interpreting, relating, categorizing, and critiquing cultural works and periods. Students will write analytical essays, present oral reports and take exams as part of the course evaluation. Students will achieve an ACTFL intermediate-high level. Conducted in Spanish. Prerequisites: Spanish 215, Spanish 220 and Spanish 230. **4**

Cultures of Latin America (SPAN-335) Students will analyze selected historical themes such as revolution, gender and sexual politics, Southern cone dictatorships, human rights, and memory. Students will work with a variety of texts: films, testimonies, performance art, and fine arts. Students will engage in critical analysis of texts through research essays, creative projects and oral presentations, at the ACTFL intermediate-high level. Conducted in Spanish. Prerequisites: Spanish 215, Spanish 220 and Spanish 230. **4**

Directed Study (SPAN-361) 1-4

Directed Study (SPAN-362) 1-4

Independent Study (SPAN-363) 1-4

Independent Study (SPAN-364) 1-4

Advanced Topics in Spanish (SPAN-399) A general category used only in the evaluation of transfer credit. **1-4**

Seminar in Language (SPAN-415) Language is an extremely complex natural phenomenon that has inspired countless artists, philosophers, scientists, pundits, and comedians over the centuries. This course takes a scientific approach to the study and understanding of language. Students conduct an in-depth study and discussion of selected topics in language, grammar, linguistics, or translation. Written and oral presentations in Spanish are produced at the ACTFL intermediate-high/advanced-low level. Conducted in Spanish. This course involves the writing of a research paper. Prerequisites: Spanish 315, Spanish 220 and Spanish 230. **4**

Seminar in Peninsular Literature (SPAN-420) Study and discussion in depth of a selected topic, writer or work from Peninsular literature. This course will involve the writing of a research paper. Conducted in Spanish. Prerequisites: 320 or 325. **4**

Seminar in Latin American Literature (SPAN-425) Study and discussion in depth of a selected topic, writer or work from Latin American literature. This course will involve the writing of a research paper. Conducted in Spanish. Prerequisites: 320 or 325. **4**

Seminar in Spanish Culture (SPAN-430) Students will study and discuss in depth a selected topic, artist or creative work in the culture of Peninsular Spain. Building up on cultural structures studied in previous courses, students will advance personal critiques and evaluations of creative works. Students will hone their research skills and will demonstrate them through oral presentations, in-depth discussions, creative work, research papers, poster sessions, webspaces, and wikis that meet the ACTFL intermediate-high/advanced-low level standards. Conducted in Spanish. Prerequisites: Spanish 215, Spanish 220, Spanish 230 and Spanish 330. **4**

Seminar in Latin American Culture (SPAN-435) Students will study and discuss in depth a selected topic, artist, creative work or cultural period in Latin America. Students will summarize, compare and contrast, synthesize and evaluate cultural themes, actors and events. Students will hone their research skills and will demonstrate them through oral presentations, in-depth discussions, creative work, research papers, poster sessions, webspaces, and wikis that meet the ACTFL intermediate-high/advanced-low level standards. Conducted in Spanish. Prerequisites: Spanish 215, Spanish 220, Spanish 230 and Spanish 335. **4**

Seminar in Hispanic Transatlantic Culture (SPAN-440) Students will engage in an in-depth study of selected topics in the frame of the Atlantic World, which addresses the relations between teh cultures of Peninsular Spain and Latin America from a transatlantic perspective. Students will question Western systems of the thought, will interrogate structures of power and will develop new connections to the realities of the Hispanic World. Students will summarize, compare and contrast, synthesize and evaluate cultural themes, actors and events. Students will hone their research skills and will demonstrate them through oral presentations, in-depth discussions, creative work, research papers, poster sessions, webspaces, and wikis that meet the ACTFL intermediate-high/advanced-low level standards. Conducted in Spanish. Prerequisites: Spanish 215, Spanish 220, Spanish 230 and two courses at the 300 level. **4**

Senior Research (SPAN-451) 4

Senior Research (SPAN-452) 4

Theatre

Faculty

Professor Kirk Combe (English), chair

Associate Professors Mark Evans Bryan, Peter Pauzé, Cynthia Turnbull; Assistant Professors Cheryl Kennedy McFarren, Mark J. Seamon; Technical Director Andrew Johns; Costume Shop Supervisor Joyce Merrilees; Academic Administrative Assistant Marilyn Sundin

Departmental Guidelines and Goals

The goals of the majors in theatre are twofold: first, to provide students with a working knowledge of the fundamental principles of each of the several arts of the theatre, offering opportunities for practical application of those principles in stage production; and second, to develop analytical skill, facility in problem-solving, historical perspective, and appreciation of aesthetic form.

The programs in theatre aim to develop the skills of thoughtful inquiry, informed judgment, and imaginative response that are fundamental to the rewarding pursuit of any profession. In addition, these programs aim to provide a sound basis for graduate study in theatre.

Theatre Major

Required Courses - B.A. - 44 credits

100 Introduction to Theatre Studies (taken no later than 2nd semester of the sophomore year.)
110 Introduction to Theatrical Design
270 Directing: Realism
400 Theatre Seminar

One of the following:

- 230 Acting: Realism I
- 240 Acting: Brecht and Beyond
- 250 Acting: Pre-20th Century Styles
- 360 Acting: Special Topics

Two of the following:

- 371 History, Literature, and Theory of Theatre: Premodern World
- 372 History, Literature, and Theory of Theatre: Early Modern Europe
- 373 History, Literature, and Theory of Theatre: Modern World
- 374 History, Literature, and Theory of Theatre: The Americas

Three elective courses in Theatre

A total of four credits of Practicum from at least two different Practicum courses

Theatre Minor: 22 credits

To minor in Theatre, students must take Theatre 100, 110, one Acting course (230, 240, 250, or 360), one Theatre History, Literature, Theory course (371, 372, 373, or 374) and one elective Theatre course, as well as two credits of Practicum from different Practicum courses.

Course Offerings

Introduction to Theatre Studies (THTR-100) An introduction to the study of theatre as an academic discipline within the liberal arts, including its fundamental theories, principles, methods, and historical context. Intended for theatre majors, minors, and students who intend to take multiple theatre courses. **4**

Theatrical Style and Creation (THTR-105) This course will explore theatrical style and innovative theatre artists who have influenced theatrical production practices, and will investigate the process of various theatre artists within the framework of their goals, choices, and the historical moment. **4**

Presenting Theatre (THTR-106) This is an introductory course which will explore theatrical style, and innovative theatre artists who have influenced theatrical practices in historical and contemporary productions. Students will investigate the process of theatre artists within a framework of goals, choices and the historical moment. In addition, students will study the principles and skills of effective oral communication and develop those skills in discussion and presentation opportunities in class. **4**

Introduction to Theatrical Design (THTR-110) An introduction to the vocabulary and process of Scenic, Lighting, Costume, Sound, and Makeup Designers. Primary focus will be placed on an understanding of the elements and principles of design and their manipulation in the design process, as well as the development of visual analysis and observation through weekly creative projects. **4**

Practicum: Scenery Construction (THTR-120) A workshop laboratory in which students learn the fundamentals of scenic stagecraft through practical application in the department's scene shop. **2**

Practicum: Lighting and Electrics (THTR-125) A workshop laboratory in which students learn the fundamentals of electrics stagecraft through practical application in the department's lighting and electrics shop and theatres. **2**

Practicum: Costume & Makeup Running Crew (THTR-160) A workshop laboratory in which students serve on the costume and/or makeup running crew for a departmental theatre production. **1-2**

Practicum: Scenery & Lights Running Crew (THTR-165) A workshop laboratory in which students serve on the scenery and/or lights running crew for a departmental theatre production. **1-2**

Practicum: Performance (THTR-170) A workshop laboratory in which students perform in a departmental theatre production. **1**

Practicum: Special Topics (THTR-175) A production workshop and directed study in which a student serves in some special capacity for a departmental theatre production. **1-4**

Costume Crafts I (THTR-180) An introductory hands-on course for students interested in learning construction techniques used in the creation of costumes for the stage. Students will develop their sewing skills and learn basic concepts in patterning, fitting, fabric modification, and corset construction. **2**

Costume Crafts II (THTR-185) A hands-on course for students interested in learning construction techniques used in the creation of costumes for the stage. Each student will be developing more advanced sewing and costume construction skills. The course will cover draping and millinery and accessories construction. **2**

Introductory Topics in Theatre (THTR-199) A general category used only in the evaluation of transfer credit. **1-4**

Costume Design (THTR-200) An advanced studio course concentrating on specific problems in costume design. There will be an emphasis on textual analysis, style, visual character development, and rendering techniques. Prerequisite: 110. **4**

Scenic Design (THTR-210) A study of the basic theories and practices of theatrical scenic design and the role and function of the scenic designer. The course will examine the scenographic process from initial concept through finished design, including the principles and issues of visual design, sketches, mechanical drawings, CAD, color renderings, and scaled models. Prerequisite: 110. **4**

Lighting Design (THTR-220) A study of the basic theories and practices of theatrical lighting design and the role and function of the lighting designer. The course will examine the design process from initial concepts through finished design, including basic electrical theory, lighting instruments and lamps, lighting control systems, characteristics of light, use of color, and creating the light plot using CAD. Prerequisite: 110. **4**

Acting: Realism I (THTR-230) A studio course in the fundamental techniques of realistic acting. The course explores the demands and conventions of realistic acting through the theories and writing of Konstantin Stanislavsky. Students will study and carry out numerous in-class exercises, pioneered by Stanislavsky, that develop actor skills through exploration of "work on the self and work on the role." Character will be explored through the use of vocal and physical control, script analysis, and the active pursuit of objectives. Participants in this course will perform improvisations, monologues, and scenes. Written work will include character analyses, research papers, and critical review of outside performances. **4**

Acting: Brecht and Beyond (THTR-240) Contemporary theatre performance has been heavily influenced by the work and theories of Bertolt Brecht. Epic forms, gestus, didacticism, dialectic, and alienation place challenging demands on the actor far removed from the realistic mode. Students will examine and implement techniques of analyzing contemporary non-realistic playscripts, performing within unfamiliar conventions, investigating the role of character, discovering rehearsal modes that lead to alienation, and finding action in "plotless" play scripts. The influence of Brecht and his theories on subsequent scripts and acting theory are also covered. **4**

Acting: Pre-20th Century Styles (THTR-250) A studio course in the fundamental techniques of stylized acting traditions popularized before the twentieth century. Exploration of the vocal demands created by the patterns, images, and rhythms built into verse and heightened dialogue. Physical life is defined through the examinations of historical space, time period, and costume. The creation of character is linked to the development of mask and dramatis personae. Periods and styles of exploration may include Greek, Shakespeare, Comedy of Manners, Commedia, and Farce. Performances will include sonnets, soliloquies, and scenes. Prerequisite: THTR 230. **4**

Directing: Realism (THTR-270) This course in the art of directing for the stage explores the philosophies and techniques of prominent contemporary directors in a historical context. Students perform practical exercises in proscenium staging, text analysis, scheduling, directorial concepts, developing ground plans, actor coaching, and tracking of dramatic action. Various systems of leadership are defined and explored. Teaching methods include lecture, class discussion, and in-class projects. Prerequisite: THTR 230. **4**

Directing: Special Topics (THTR-280) This course builds on the fundamentals of composition and staging covered in "Directing: Realism." Elements of composition are reviewed, rethought, and applied to Arena and Thrust stage configurations. Simultaneous movement, symmetrical picturization, and other unrealistic techniques are considered in terms of staging. Collaborative processes with designers will be explored as well as further methods of working with actors. Special attention is given to abstract story telling, musical theatre and opera, dreamscapes, and contemporary drama and comedy. Prerequisite: 270. **4**

Playwriting: Form, Structure, Narrative (THTR-290) An introductory course in the writing of drama. The course will involve the reading and discussion of assigned play texts as well as of peer-student writing. Students will complete weekly reading assignments, weekly written response assignments, and a series of creative exercises focused on technique, structure, and storytelling. Students will also have in-class workshop opportunities and the responsibility to engage in critical dialogues with their classmates. The final project is a short, original script. **4**

Intermediate Topics in Theatre (THTR-299) A general category used only in the evaluation of transfer credit. **1-4**

Fashion: History, Culture, and Identity (THTR-300) An introduction of basic fashion theory and the visual communication of clothing through the study of Western dress with emphasis on how the "fabric" of each period (i.e., the trends in thought, art, culture, politics, and economics) made its impression on the fashion of the day. **4**

Acting: Realism II (THTR-330) Primarily a continuation of THTR 230, a brief review of the basic work precedes the study of a great variety of approaches to arguably the most dominant style of performance: realism. This course combines class exercises and scene study to deepen the understanding and playing of action in the realistic mode. Special attention is given to the development of acting theory and practice in America in the 20th century. The integration of character-specific movement, dialects, and personalization are given special attention. Prerequisite: THTR 230. **4**

Practicum: Assistant Costume Designer (THTR-340) A production workshop and directed study in which the student serves as Assistant Costume Designer for a departmental theatre production. **2**

Practicum: Assistant Scenic Designer (THTR-345) A production workshop and directed study in which the student serves as Assistant Scenic Designer for a departmental theatre production. **2**

Practicum: Assistant Lighting Designer (THTR-350) A production workshop and directed study in which the student serves as Assistant Lighting Designer for a departmental theatre production. **2**

Acting: Special Topics (THTR-360) Intensive work on a specific acting problem. The subject will vary from year to year. Possible topics include: new approaches to developing roles, various styles and theories of acting, interdependency of design and movement, and working with new scripts. Repeatable. By consent. **4**

Directed Study (THTR-361) 1-4

Directed Study (THTR-362) 1-4

Independent Study (THTR-363) 1-4

Independent Study (THTR-364) 1-4

History, Literature, and Theory of the Theatre: Premodern World (THTR-371) This course explores the relationship among theatrical storytelling traditions and the cultures and audiences that produced them from ancient Africa, Turkey, and Greece to medieval Europe, and the Middle East. Major topics of investigation will include evidence of prehistoric theatre forms, ancient Egyptian and pre-Hellenistic theatre and drama in the Mediterranean world, classical and late Hellenistic drama and performance, republican and imperial Roman drama and theatre, civilization, the religious and secular theatre of medieval Christian Europe, and the early theatre forms of the Islamic world. Course readings combine primary sources, secondary analyses, and drama and theory texts. Sophomore-Junior-Senior status. **4**

History, Literature, and Theory of the Theatre: Early Modern Europe (THTR-372) This course explores the tremendous changes in dramatic and performance theory, entertainment culture, and theatrical production during the early modern period in Europe. Beginning with the Italian Renaissance, the course investigates the drama and theatre of the major theatre cultures of the early modern era - Italy, England, Spain, and France -- in the context of the rapidly changing culture of European nationalism, mercantilism, and colonialism. Course readings combine primary sources, secondary analyses, and drama and theory texts. Sophomore-Junior-Senior status. **4**

History, Literature, and Theory of the Theatre: Modern World (THTR-373) This course explores dramatic and performance theory, entertainment culture, and theatrical production during the modern era from the rise of romanticism in Europe at the end of the eighteenth century to the theatre forms that characterized the post-WWII period. Course readings combine primary sources, secondary analyses, and drama and theory texts. Sophomore-Junior-Senior status. **4**

History, Literature, and Theory of the Theatre: Theatre of the Americas (THTR-374) This course explores the history of performance, dramatic and performance theory, entertainment culture, and theatrical production from prehistoric and oral evidence in pre-Columbian cultures to the popular theatre/performance traditions of contemporary North and South America and the Caribbean. Particular attention is paid to the development of drama and theatre in the United States. Course readings combine primary sources, secondary analyses, and drama and theory texts. Sophomore-Junior-Senior status. **4**

Practicum: Assistant Director (THTR-375) A production workshop and directed study in which the student serves as Assistant Director for a departmental theatre production. **2**

Practicum: Stage Manager (THTR-380) A production workshop and directed study in which the student serves as the Stage Manager for a departmental theatre production. **2**

Playwriting: Workshop (THTR-390) A workshop course in the writing of drama. The course will involve the reading and discussion of assigned play texts and peer-student writing. Each student will work on a major creative project throughout the semester. Evaluation of a student's work will be based on this project, participation in workshop performance and discussion, and a portfolio of drafts and revisions. The course will conclude with staged readings or performances of the major projects. Prerequisites: THTR 290 or ENGL 237 or CINE 328 or consent. **4**

Advanced Topics in Theatre (THTR-399) A general category used only in the evaluation of transfer credit. **1-4**

Theatre Seminar (THTR-400) Intensive study of a major playwright, genre, form, or context of dramatic literature; of historical, cultural, aesthetic significance of theatre production during a specific period or particular movement in the history of the theatre; or, of specific movements or artists in design, acting, directing, or other fields of theatre production and performance. The seminar topics will vary. Repeatable. Junior-Senior standing and consent of instructor. **4**

Special Topics in Theatre (THTR-420) 4

Jonathan R. Reynolds Playwright-in-Residence Playwriting Seminar (THTR-430) An advanced playwriting workshop conducted by the Reynolds Playwright-in-Residence. The Jonathan R. Reynolds Playwright-in-Residence endowment provides for a visiting playwright of national or international renown to teach in the Department of Theatre for one semester, every other academic year. The course's content is dependent upon the visiting artist, but the course will typically involved explorations into technique and form and the writing of a major creative project. Past Reynolds Playwrights have included Arnold Wesker, Lee Blessing, Jeffrey Hatcher (DU '80) and Caridad Svich. Prerequisite: 290 or consent. **4**

Senior Project: Acting (THTR-450) The student serves as an Actor for a departmental theatre production. Prerequisites: three of the following courses: 230, 330, 240, 250, 360. Instructor's consent. **4**

Senior Research (THTR-451) Senior standing and consent from the instructor. **4**

Senior Research (THTR-452) Senior standing and consent from the instructor. **4**

Senior Project: Directing (THTR-455) The student serves as Director for a departmental theatre production. Prerequisites: 100, 110, 270, 280, one Acting Class. **4**

Senior Project: Costume Design (THTR-460) The student serves as Costume Designer for a departmental theatre production. The focus will be placed on the process, analysis, research and analytical skills of the designer within the framework of a practical project. Prerequisites: 110, 180, 200, 300, 340. Instructor's consent. **4**

Senior Project: Scenic Design (THTR-465) The student serves as Scenic Designer for a departmental theatre production. Prerequisites: 110, 210, 120. Instructor's consent. **4**

Senior Project: Lighting Design (THTR-470) The student serves as Lighting Designer for a departmental theatre production. Prerequisites: 110, 220, 125. Instructor's consent. **4**

Special Project: Special Topics (THTR-475) The student serves in some capacity on a departmental theatre production. Prerequisites: To be decided on a case by case basis. **4**

Women's Studies

Faculty

Director: Professor Barbara Fultner, Philosophy and Women's Studies

Associate Professor Isis Nusair, Joint Appointment with International Studies

Assistant Professor Clare Jen, Joint Appointment with Biology

Visiting Assistant Professor Tina Pierce, Joint Appointment with Black Studies

Visiting Assistant Professor Jill Gillespie, Women's Studies

Faculty: Professors Robin Bartlett (Economics), Barbara Fultner (Philosophy), Karen Graves (Educational Studies), Mary Tuominen (Sociology/Anthropology); Associate Professors Susan Diduk (Sociology/Anthropology), Amanda Gunn (Communication), Sarah Hutson-Comeaux (Psychology), Toni King (Women's Studies and Black Studies), Linda Krumholz (English), Sara Lee (Physical Education), Gill Wright Miller (Dance), Isis Nusair (International Studies and Women's Studies), Trey Proctor (History), David Przybyla (Psychology), Sandy Runzo (English); Assistant Professors Fanta Diamanka (Women's Studies), Jill Gillespie (Women's Studies), Clare Jen (Biology and Women's Studies), Bill Kirkpatrick (Communication), Diana Mafe (English), Christine Pae (Religion), Tina Pierce (Black Studies and Women's Studies), Megan Threlkeld (History), Sheilah Wilson (Studio Art); Academic Administrative Assistant Melissa Feldner

Departmental Mission and Goals

Mission Statement The Women's Studies Program at Denison University takes its mission to be threefold. We intend to foster a critical awareness of and intellectual sensitivity to content, method and real-life implications of the field:

First, to engage students in the intellectual content of the discipline: women's issues, the role of gender, and the relationship between gender and other politicized aspects of "identity," including race, class, age, religion, sexuality;

Second, to instill in students an appreciation of the holistic character of Women's Studies. Women's Studies scholarship is not just a question of content but also of method -- methods that are inflected by the interdisciplinarity of Women's Studies. Students explore how Women's Studies treats women's issues in different disciplines, such as literary studies, political science, sociology, communications, philosophy, biology, etc., as well as developing their understanding of these issues from an interdisciplinary perspective (i.e. one that takes into account and sees the interconnections between this array of disciplines).

Third, to show our students the real-life implications of their academic engagement. That is, we challenge students to see the relationship between theory and practice: to see how the academic study of women's issues and gender is informed by and has the power to transform real lives, both others' and our own.

Curricular Goals Denison's Women's Studies faculty are dedicated to helping students develop rigorous analyses of culture, politics, ideas and text, as well as creative leadership skills. We hope to teach our students the history, analysis and practice of feminist scholarship, means of creative expression for their intellectual interests and concerns, and political service and activism.

To that end, we require our students to take an introductory course, "Issues in Feminism," a "Feminist Methods" course, and a "Feminist Theory" course, as well as a capstone experience that involves active community engagement and written response or a sustained research project.

These required courses in the major and minor should explore gender and justice issues, provide both the methods and information to conduct rigorous analysis, engage our students in ways that challenge them to take their thinking about the material into the world, and embody feminist pedagogy. The elective courses will do the same in the context of their field of study.

Students have the opportunity of participating in a variety of internships located throughout the country that acquaint them with women's issues. Students are encouraged to develop leadership skills by taking an active part in campus life, including projects developed by the program. Recent projects include a national grant application, a campus-wide study on violence, and a benefit concert.

The Women's Studies Program sponsors regular symposia on gender issues that include presentations by Women's Studies faculty as well as Women's Studies scholars from throughout the United States. With the support of the Laura C. Harris endowment, the Women's Studies Program has hosted internationally-renowned scholars like bell hooks, Gloria Anzaldua, Judith Butler, Cynthia Enloe, Anne Fausto-Sterling, Winona La Duke, Spike Peterson and jazz musician and poet Joy Harjo. Program members also participate in the Great Lakes Colleges Association, which provides conferences for Women's Studies students and faculty.

Women's Studies Major

Women's Studies majors are required to take a total of 32 credit hours. Many students double major in Women's Studies and another field. Students may sign up for a course either under the department number or under the Women's Studies number. Both numbers will count toward the Women's Studies major or minor. All courses except for WMST 101 will be at the 200 level or above. All Women's Studies majors must take the following:

I. Required core courses:
    WMST 101 Issues in Feminism 4 credits
    WMST 298 Cultural and Social Methods 4 credits
    WMST 307 Feminist Theory 4 credits
    WMST 451 or 452 Senior Research 4 credits
II. One course on women of color in the United States, or women in developing countries 4 credits
III. One Women's Studies science or social science course (communication, education, political science, psychology, sociology/anthropology, etc.) 4 credits
IV. One Women's Studies humanities or fine arts course (art, dance, history, literature, music, modern languages, philosophy, religion, etc.) 4 credits
V. One Women's Studies elective chosen from courses listed or cross-listed as Women's Studies courses. 4 credits

One of the courses used to fulfill requirement (2), (3), or (4) must be a course cross-listed with Black Studies. *The same course cannot be used to fulfill more than one of the above requirements.*

Women's Studies Minor

Women's Studies minors are required to take a total of 24 credit hours. All courses except for WMST 101 will be at the 200 level or above. All Women's Studies majors must take the following:

I. Required core courses:
    WMST 101 Issues in Feminism 4 credits

WMST 298 Cultural and Social Methods 4 credits

WMST 307 Feminist Theory: Gender Justice 4 credits

II. One course cross-listed Women's Studies/Black Studies 4 credits

III. Two Women's Studies electives chosen from courses listed or cross-listed as Women's Studies courses. 4 credits

The same course cannot be used to fulfill more than one of the above requirements.

Students are encouraged to consult with the Director of Women's Studies in making their choices.

Course Offerings

Issues in Feminism (WMST-101) This interdisciplinary course will examine some aspects of institutionalized sexism in contemporary America, such as differential role socialization and its consequences; legal inequalities; job discrimination; reproductive issues; and violence against women. Every woman's experience of sexism is mediated by her class, race, age, religion, sexual preference and so forth; therefore the diversity of women's experience is a key factor in our study. The class format will be primarily a lecture-discussion format and may include small group discussions. **4**

Black Women's Lives: Autobiography As Protest (WMST-102) The purpose of this course is to explore personal narrative and autobiography as texts of resistance in Black women's lives. The course will use the multiple genres of autobiography such as poetry, essay, short narrative, memoir and major autobiographical works to illustrate Black women's resistance to race, class, and gender subordination or other forms of marginalization and oppression in their lives and in society. These autobiographical texts will be paired with select readings from women's studies and black studies to provide students with the analytical tools to identify how these texts function as forms of personal, social, political or institutional protest. Cross-listed with BLST 102. **4**

Sex, Gender & the Brain (WMST-103) **4**

Self-Defense for Women (WMST-162) This course is for women to learn basic self-defense techniques to prevent sexual assault. We will discuss and practice strategies that can be used in a variety of self-defense situations, including street and job harassment, date-rape, and stranger assault, fighting from the ground, defending yourself with or against a weapon, and defense against multiple attackers. Students will learn to combine mental, verbal and physical self-defense techniques in their personal lives. (Offered spring semester) **1**

Special Topics in Women's Studies (WMST-180) **4**

Science, Sex & Gender (WMST-190) Current research on sex differences in humans and animals has raised our awareness of bona fide variations in brain chemistry and function between males and females. How do these legitimate research findings compare with our stereotypes about gender differences? During the semester we will investigate several perspectives on sex and gender differences - from popular media sources to leading research. We will also investigate the role of women and men in science in a historical and modern context. Ultimately our goal is to blend our knowledge with our personal experiences to answer the question, "Is the study of science divided by sex and gender?" **4**

Sex and Gender in Society (WMST-210) This course compares and evaluates a variety of theories which attempt to explain the origins, persistence and effects of gender in American society. In particular, it explores a number of settings that may include: the family, the work place, the political arena, religious activity, violence against women, and face-to-face interactional contexts. Special attention is given to the ways in which race,ethnicity, class and sexual orientation shape gender experiences. Although its primary focus is American society, the course compares problems of sexual inequality in American society with other, quite different, societies in order to gain a comparative understanding of how discrimination, prejudice, and structural inequality, wherever they are found, create special problems for women. Throughout, the focus is on learning to use structural, historical, and theoretical information as guides to understanding social change and the choices facing women and men. Cross-listed with SA 210. **4**

Women in Music (WMST-220) Historically, women have played an integral role in musical traditions around the world, although the extent of their contributions has only recently been recognized and studied in an academic context. This course traces the development and current state of women's roles in music, including Western art music composers, performers, critics, and teachers: performers of popular American genres such as jazz, country, and rock; and performers of popular "World Beat" and traditional world musics. Cross-listed with MUS 220. **4**

Women in United States History (WMST-223) This course surveys the history of women in the United States from 1848 to the present. We will explore the lived experiences of many different kinds of women and analyze the ways in which other categories of identity -- race, ethnicity, nationality, class, sexual orientation, age, etc -- affect those experiences. We will also explore the development of feminist consciousness among U.S. women, and analyze attempts to expand that consciousness both nationally and globally. Cross-listed with HIST 223. (Spring) **4**

Women in Literature (WMST-225) Selected poetry and prose by women guide inquiries into writing and gender and into related issues, such as sexuality, history, race, class, identity and power. Cross-listed with ENGL 225. **4**

Women's Spiritual Activism (WMST-227) What is women's spiritual activism in our contemporary society? What can we learn from those who have struggled to bring gender equality and peace in human society? Is religion anti-feminist or feminism anti-religious? In spite of cultural, racial and religious diversity among women across the globe, women often share the similar stories of physical and psychological suffering caused by their institutionalized religions and societies. Many of these women also testify that their religions enabled them to resist injustice and to build up solidarity with others including men. This course invites the students to explore the spiritual journeys of the feminist activists---their struggles for justice for all humanity. Cross-listed with REL 227. (Not offered 2012-2013) **4**

Mediating Gender and Sexuality (WMST-229) We will critically examine and evaluate the cultural construction and representation of gender and sexuality in contemporary American mass media, and trace their development throughout the 20th century. We will focus on a variety of mass-produced commercial media texts, surveying television, magazines, advertising, and popular music. Although gender is the primary identity construction examined in this course, we will pay close attention to other aspects of identity that define American women, such as ethnicity, class, and sexuality. We will investigate representational issues in relation to their political repercussions, and draw from a broad range of academic literature, including feminist television criticism, film theory, cultural studies, communication theory, and popular music criticism. Cross-listed with COMM 229. (Fall) **4**

Black Women and Organizational Leadership (WMST-265) This class explores Black women's leadership orientations in organizations. Afrocentric and womanist frameworks are used to inquire about Black women's leadership in the context of their lives. In this course we explore and theorize Black women's use of communal and generative leadership orientations as well as their application of a multiple and oppositional consciousness. Organizational dilemmas stemming from their race, class, and gender, as well as the unique challenges Black women leaders face in creating a supportive life structure are examined. Students will critique the omission of Black women's leadership styles in the mainstream theories about leadership, as well as explore the implications of Black women's leadership for expanding mainstream theory. Cross-listed with BLST 265. **4**

Women in the U.S. Economy (WMST-273) This course will focus on the market and nonmarket contributions of women to the U.S. economy. A historical framework provides the backdrop for examining the economic, political and social institutions that affect women's contributions to the nation's economic well-being. Cross-listed with ECON 416. Prerequisite: ECON 301. (Fall) **4**

Cultural Studies in Dance (WMST-274) We will frame Western concert dance as a complex political activity made public through various agendas of race, creed, national origin, sexuality, and gender. Students will simultaneously be exposed to poststructuralist epistemology and feminist theory while they are meeting a survey of historical works. In this way, the course is less about coming to know a canon of "masterworks" and more about learning how to interrogate dance in any culture from a western perspective. Cross-listed with DANC 274. **4**

Philosophy of Feminism (WMST-275) Feminism can radically challenge traditional ways of doing philosophy. In asking why women and women's experience seem to be missing from the tradition of philosophy, it implicitly questions philosophy's claim to objectivity, universality, and truth. Thus, feminist criticism probes some of the most fundamental philosophical assumptions about our knowledge of and interaction with the world and other people. Are there philosophically significant differences between men and women? If so, what are their implications? What, if any, are the differences among women and what is their significance? This course focuses on the problem of violence against women, in its many manifestations, in order to examine these and other questions in the context of contemporary feminist discussions of epistemology, ethics, and science. Cross-listed with PHIL 275. Prerequisite: One previous course in Philosophy or Women's Studies or consent. **4**

Gender, War and Conflict (WMST-276) This course aims to make feminist sense of contemporary wars and conflicts. It analyzes the intersections between gender, race, class, and ethnicity in national conflicts. The class traces the gendered processes of defining citizenship, national identity and security, and examines the role of institutions like the military in the construction of femininity and masculinity. The course focuses on the gendered impact of war and conflict through examining torture, mass rape, genocide, and refugee displacement. It analyzes the strategies used by women's and feminist movements, to oppose war and conflict, and the gendered impact of war prevention, peacekeeping, and post-war reconstruction. The class draws on cases from Africa, the Americas, Asia, Europe, and the Middle East and North Africa. The class is interdisciplinary and gives equal weight to theory and practice while drawing on writings by local and global activists and theorists. Prerequisite: INTL 100. **4**

Topics in Women's Studies (WMST-290) Topics for 2012-13 include: Gender and Revolution MENA (Fall); Gendered Migrations (Spring). **4**

Cultural and Social Methods (WMST-298) This course examines both scientific methods and social analysis based on empirical research and the interpretive strategies that have developed out of the humanities for understanding societies. It provides experience in the design and implementation of social and cultural research with a focus on women's studies. The course will examine the epistemological issues that underlie research in women's studies, the ethical and political questions involved, and the assumptions that shape various methods. Students will apply the methods learned to their own research projects. Prerequisite: One Women's Studies course or consent. (Spring) **4**

Intermediate Topics in Women's Studies (WMST-299) A general category used only in the evaluation of transfer credit. **1-4**

Seminar: Psychology of Women (WMST-301) This course reviews psychological research and theories on women. Topics include sex bias in psychological research, gender differences and similarities in personality and abilities, lifespan development, problems of adjustment and psychotherapy, language and communication, women's health, female sexuality, and violence against women (rape and wife battering). Cross-listed with PSYC 301.Prerequisites: WMST major, or PSYC 100, PSYC 200, and junior or senior status, or consent of instructor. (Fall) **4**

Women and the Arts (WMST-302) This course will consider how women artists have expressed what goes into the building of a home. We will think about different settings (during peacetime, wartime, in various cultures with or without partners and/or families), in different individual needs and tastes, and different genres for the recording of that expression. This will entail four kinds of considerations: First, we will read sections from Timeless Way of Building, Language of Landscape and House Thinking; then we will deconstruct those readings to explore issues addressed by feminist theory, issues like comparable worth, coming to voice, single-parenting. All the while we will look at those issues expressed in artworks by and about women -- paintings, dances, music, novels, short-stories, and finally over the course of the semester, we will create a work ourselves around a physical dwelling -- whether that means dressing a window, painting a wall, or making something physical happen within it. No dancing involved. **4**

Transnational Feminism (WMST-306) This class provides students with the ability to understand, critique, and comparatively analyze the politics of gender in transnational contexts. The course traces the development of feminist thinking and practice within national, regional and transnational contexts, and maps the political agendas of women's and feminist movements in various countries around the world. The course focuses on how feminism emerges in a particular context and the specific issues that galvanize women to act for change. The course explores the connections between feminism, colonization, nationalism, militarization, imperialism, and globalization, and analyzes the processes by which the agendas of women from the global north and south come together or clash. The course examines through specific examples from Africa, the Americas, Asia, Europe, and the Middle East and North Africa the concerns and challenges facing transnational women's and feminist movements today. The class is interdisciplinary and draws on writings by local and global activists and theorists. **4**

Feminist Theory (WMST-307) This course examines various ways of understanding gender by looking at a variety of feminist theories. Theories studied may include psychoanalytic, feminist theory, cultural materialist feminist theory, etc. Particular consideration will be given to issues raised by multiculturalism, women of color, womanist perspectives, queer theory, class concerns, international and transnational movements. The course will introduce students to a variety of theories to enable them both to recognize and use those theories in their research and social practice. Students will be encouraged to become reflective about their own theoretical stances and to consider how societies can move closer to justice for both women and men. Prerequisite: One Women's Studies course or consent. (Fall) **4**

Families, Sexuality and the State (WMST-313) In this seminar we explore the ways in which race,ethnicity, social class and sexuality shape family/kinship structures in and beyond the contemporary U.S. We explore specific issues including sexuality and kinship; reproductive technologies and surrogacy; transnational families; and women's political activism in the context of families. These issues are explored using sociological, anthropological, and feminist theories. Cross-listed with SA 313. Prerequisite: SA 100 or WMST 101 or consent. **4**

Women in Sport (WMST-320) This course is designed to give students a comprehensive look at women in sport: past, present and future. This course will examine, analyze and synthesize the issues surrounding women. Each topic will be studied through readings, films, class discussions and reflect sport from historical, psychological, sociological, physiological, political and philosophical perspectives. This course satisfies the G.E. Minority/Women's Studies requirement. Cross-listed with PHED 320. (Spring) **4**

African-American Women's Literature (WMST-325) Historical and contemporary African-American women's literature grounds an inquiry into black women's literary and intellectual traditions within the matrix of race, gender, class and sexual relations in the United States. Cross-listed with ENGL 325. **4**

Gender and Communications (WMST-329) This course focuses on (1) the role of interpersonal, social and political communication in the construction of gender expectations in American culture, and (2) how those expectations get communicated/performed, and thus reified, in our daily lives. We will explore the complex interplay between self expectations and social expectations of gender that get expressed, challenged, and ultimately influenced by and within a variety of social and interpersonal contexts: education, the body, organizations, friends and family, romantic relationships, the media, and politics. Cross-listed with COMM 329. Prerequiste: COMM 280 and COMM 290, or WMST major. **4**

Directed Study (WMST-361) 1-4

Directed Study (WMST-362) 1-4

Independent Study (WMST-363) 1-4

Independent Study (WMST-364) 1-4

Queer Theory (WMST-379) An interdisciplinary course designed to introduce students to historical and theoretical treatments of topics such as the essentialism vs. constructionism debate; intersections of race/gender/class and sexual orientation; science and representation; performativity and normativity; and ethics, politics and law. Cross-listed with QS 201. **4**

Sex and Sexuality in Latin America (WMST-383) This course critically examines of gender and sexuality in Latin America. Particularly it will explore the various attempts by the ruling elite to define acceptable and deviant gender roles and sexual identities, how the non-elite resisted the imposition of those elite notions of propriety to create their own codes of conduct, and how those conflicts have changed over time. Cross-listed with HIST 383. **4**

Topics in Women's Studies (WMST-390) 2012-13 topics include: "Women and Social Ethics" (Fall; cross-listed with REL 340); "Race, Gender and U.S. Politics" (Fall; cross-listed with POSC 319 and BLST 370); "Empowering Girls in Young Adult Literature" (Fall); "Genders, Bodies, and Technologies" (Spring). **4**

Critical Pedagogy: Gender, Race and Class in U.S. Education (WMST-391) In its examination of current critical issues in U.S. education, the central concern throughout this course is the relationship between school and society. Particular attention is given to critical and feminist pedagogies. Cross-listed with EDUC 390.Prerequisite: EDUC 213. **4**

Women, Sex, and Power in the Modern World (WMST-396) This course focuses on histories of women around the world since the eighteenth century in order to examine the various ways in which women have struggled first to claim and then to maintain power over their bodies and experiences. The course analyzes sources that speak to women's efforts to assert political, economic, cultural, and personal power in society and in their own lives. Topics include a study of the development of organized women's movements in the nineteenth and twentieth centuries and an examination of the extent to which women have been successful in building coalitions to achieve power. The course also examines the role of other categories of identity in these struggles for power, including race, class, nationality, sexual orientation, and religion. Cross-listed with HIST 396. (Spring) **4**

Senior Research (WMST-451) 4

Senior Research (WMST-452) 4

Special Courses and Opportunities

Pre-Professional Programs

Denison's commitment to the liberal arts, the strength of our pre-professional advising, and the success of our graduates have made Denison well-known by professional schools ranging from medicine and business to law and engineering. Whether you earn a bachelor's degree at Denison and then go on to a professional school or combine three years of study here with several at another university, a Denison education will contribute significantly to the attainment of your professional goals. Please note that Denison financial aid can be applied only during the student's time at Denison. Interested students should discuss other financial aid opportunities with partnering institutions.

Advising System

Career Exploration and Development, along with faculty, provides a strong and knowledgeable advising system. Denison has earned the respect of deans of professional and graduate schools who have come to recognize the value of the liberal arts education received at Denison.

Medicine, Dentistry and Veterinary Science

Medical, dental and veterinary school admissions decisions are based on performance on nationally-sponsored admissions tests (Medical College Admissions Test, Dental Admission Test, Graduate Record Examination) and on academic achievement in both science and non-science courses. Students whose test and grade profiles are strong enjoy a high rate of acceptance by medical, dental and veterinary schools in their state of residence and by selective schools throughout the country.

Most of our undergraduates who are considering the health professions bolster their preparations and gain an overview of several related fields by conducting an internship in a hospital or clinical setting.

In 1984, Denison established a "3-4" program with Case Western Reserve Dental School. Once a student has received the acceptance letter from Denison's Admissions Office (usually mid-March), they must make contact with Case Western Dental School to schedule a conditional admissions interview with Case Western's Dental School. Case Western would like to conclude all interviews by April of each year; thus, "conditionally admitting" the Denison student to the 3-4 program. If the student performs satisfactorily in both liberal arts and in science courses, he/she will receive official acceptance to the Case Dental School. Following three years of study at Denison, the student moves directly into dental school. Students will receive a bachelor's degree from Denison and a Doctor of Dental Surgery from Case. Students can only apply for the 3-4 program once they have been admitted to Denison and have completed a conditional admissions interview with Case Western Dental School by April of the students' senior year of high school. (Again, CWRU usually completes these interviews by early April). Students need to request the CWRU dental school application form from CWRU. The Admissions office will forward the Denison application to CWRU.

Law

Denison graduates are successful in gaining admission to law schools across the country. Students' performance on the Law School Admission Test and their academic records are the major determining factors in the admissions decision. The acceptance rate of Denison graduates is consistently well-above the national average.

Representatives from a number of schools regularly visit the campus. Attending career panels, programs and completing internships in legal settings helps students make informed career decisions.

Business

A broad-based undergraduate program in the liberal arts is one of the most satisfactory preparations for graduate study in business administration and management, and large numbers of Denison graduates continue their studies in programs across the country. Although the current national trend is to encourage students to work several years between their undergraduate and M.B.A. programs, Denison students can receive advice on preparing for business school.

Engineering

With a long-standing tradition of strength in science and pre-engineering, Denison offers two plans to prepare for an engineering career. In the first, students receive a bachelor's degree after four years at Denison with a major in natural sciences or mathematical sciences, followed by two years of graduate work at another institution leading to a master's degree in engineering. Denison students regularly have been accepted to graduate engineering programs at leading universities.

The second plan is a "3-2" program in which students study three or four years at Denison and two at an affiliated engineering school and receive two bachelor's degrees. Denison is affiliated in such dual-degree programs with Rensselaer Polytechnic Institute, Washington University (St. Louis), and Columbia University. Students interested in these plans should contact the 3-2 Engineering Advisor, in care of Denison Physics Department, at their earliest opportunity. The required math and science courses typically include: Calculus I, Calculus II, Calculus III, Differential Equations, the introductory Physics Department sequence (Physics 125-7 or equivalent), Modern Physics, General Chemistry I and II, and Computer Science 171. Additional courses may be required, depending on the chosen field of engineering.

Environmental Management and Forestry

Denison offers a cooperative program with Duke University in the areas of Environmental Management and Forestry. You can earn the bachelor's degree from Denison and the master's in either Environmental Management or Forestry from Duke after spending three years at Denison and two years at Duke's School of the Environment. The major program emphases at Duke are resource economics and policy, water and air resources, forest resource management, resource ecology and ecotoxicology and environmental chemistry. An undergraduate major at Denison in natural or social science or pre-professional emphasis in business or engineering is good preparation for the Duke programs, but any undergraduate concentration will be considered for admission. If you are interested in this program, however, you should take at least one year each in biology, mathematical sciences, and economics at Denison. The Biology Department has more information on this program.

Occupational Therapy

Denison offers a "3-2" program in cooperation with Washington University (St. Louis). For students with equivalent admission criteria, those who satisfactorily complete Denison's three-year Pre-Occupational Therapy prerequisite courses and receive three favorable recommendations including the faculty advisor's, will be given preferred consideration over the non 3-2 student for admission to the master's degree program.

Denison students who meet prerequisites may also apply on a competitive basis to other schools of Occupational Therapy.

Summer Research Opportunities for Students

YOUNG SCHOLAR AWARDS support either independent research under Denison faculty supervision or collaborative research with Denison faculty. First-Year students, sophomores and juniors in the Arts, Social Sciences and Humanities (and self-designed majors) are eligible.

ANDERSON RESEARCH ASSISTANTSHIPS support summer science research with a Denison faculty member. Sophomores and juniors majoring in biology, chemistry, physics, math, computer science, geosciences or psychology are eligible, though applicants with junior standing are usually given highest priority.

BOWEN SUMMER SCHOLAR AWARDS fund both Young Scholars and Science Research Assistants for summer research in collaboration with or under the close supervision of Denison faculty members.

DURF (DENISON UNIVERSITY RESEARCH FOUNDATION) supports students who do collaborative research with Denison faculty. Denison faculty may apply for DURF funds to support a Denison student assistant for the summer. Any qualified Denison student is eligible.

BATTELLE SCIENCE INTERNSHIPS support science students in summer research, usually off campus. Recipients are chosen by science faculty.

WOODYARD SCHOLAR AWARDS support either independent or collaborative research under Denison faculty supervision. These awards support and encourage projects in the area of "Religion and Civic Responsibility." Students from all academic disciplines are invited to apply. Normally, the faculty advisor will be a member of the Department of Religion.

The BURTON D. MORGAN ENTREPRENEURSHIP SUMMER SCHOLAR PROGRAM supports students who do collaborative research with Denison faculty. These awards support and encourage research in entrepreneurship and innovation. First-Year students, sophomores and juniors from all academic disciplines are invited to apply.

OTHER AWARDS. Student research may also be supported by outside grants received by faculty in various departments. Inquiries about any of the summer grants may be made to the Associate Provost.

Gilpatrick Center for Student Research and Fellowships

The mission of the Gilpatrick Center for Student Research and Fellowships is to support the efforts of Denison students who aspire to excellence in undergraduate and post-graduate scholarship and education. The faculty and staff of the Center commit themselves to helping motivated students imagine, design, and execute integrated plans of scholarship and related activities that will position them for academic and professional achievement, both in and beyond the undergraduate experience.

The Gilpatrick Center is the hub for programs that promote excellence in student research, cultivate the pursuit of post-graduate scholarships and fellowships, and train students in the best ways to apply for and acquire those awards.

To fulfill its mission the Gilpatrick Center oversees several programs including: advising and supporting students applying for post-graduate fellowships; coordinating and implementing the Summer Scholars programs outside of the sciences; convening meetings of the Student Research Grants Committee and implementing their decisions; administering the Great Opportunity, R.C. Good Student Research Awards, the Student Academic Travel Fund, and the Barbara Furin Sloat Fund programs; and participating in the administration of the A. Blair Knapp, K.I. Brown, Alumnae Endowed Scholarships, and Titus Hepp Award programs.

Denison Internship Program

The Denison Internship Program gives students the option to explore the working world as they complete their academic coursework. As soon as one steps foot on campus, one can take advantage of the many internship opportunities posted directly through Career Exploration and Development (CE&D) and one may also arrange internships independently through other avenues across the globe. This program is centered on providing a diverse range of internships that traditionally includes positions in business, communication, education, service, government, law, medicine, science, the non-profit sector, and the arts.

Through one-on-one appointments, workshops, and various career events facilitated by CE&D, students can begin preparing early for internship opportunities to complement their academic experiences. Internships can play a pivotal role in helping one decide on a major and focus one's career direction. CE&D offers resources to assist students in making these important decisions with developmental steps tailored to each year at Denison.

While most internships take place over the summer, students may discover that an employer allows its interns to carry some responsibilities with them during academic semesters. Also, faculty-sponsored travel seminars and programs may be offered through academic departments; these learning opportunities exist as an additional channel for career development.

Employers and graduate/professional schools appreciate viewing evidence of completed internships as they review one's accomplishments relevant to student applications. In response to this demand, CE&D will notate the appropriate internship experiences on students' transcripts once all relevant registration forms and evaluations are collected.

Service-Learning

The J.W. Alford Center for Service Learning collaborates with students, faculty, and staff to practice active citizenship through service and interaction with people in our local Licking County community and beyond. Service learning enables students to learn to think about society, question its inequalities and inequities, and develop ways of creating positive social change. Three main functions comprise the work of the Alford Center: Curricular Service learning courses in which students and faculty partner with schools, agencies, and organizations to assist in some way and to learn about the content of the course through hands-on experience; the Denison Community Association in which students organize themselves into more than 20 committees that contribute more than 19,000 hours of volunteer service annually; and America Reads that sends work-study students to 10 area schools to provide literacy instruction. In all of these functions, students have opportunities to learn to work within a sustainable experiential cycle of naming a problem or issue, researching it, creating and implementing an action plan, and then reflecting on their work, evaluating it, and re-examining the problem.

Program in Liberal Arts and Entrepreneurship Education

The Burton D. Morgan Program in Liberal Arts and Entrepreneurship Education builds a wide range of interdisciplinary skills that provide students maximum flexibility and preparation for the future. Such abilities include critical thinking, imaginative problem-solving, recognition of opportunity and the ability to break out of established paradigms.

What makes entrepreneurship education distinctive is its focus on the realization of opportunity. Opportunities can be realized in several ways -- Commercial entrepreneurship: open a new business; Intrapreneurship: promote innovation or introduce new products, services or markets in existing firms; Social entrepreneurship:

create charitable organizations designed to be self-supporting in addition to doing their good works; and Public Sector Entrepreneurship which includes an increased focus on innovation and customer service.

The Burton D. Morgan Program in Liberal Arts and Entrepreneurship Education was created to assist students in making those necessary connections among liberal arts education and real world entrepreneurial applications. It consists of six initiatives:

- Workshops
- Guest Residencies
- Curricular Support
- Student Organization Activities
- Innovation-Related Research
- Internships & Ventures

Through program initiatives, students learn how to recognize opportunity, harness the resources to exploit that opportunity, exercise their creativity, create sustainable solutions, take the inherent risks, and participate in the rewards. These initiatives are structured to operate through collaborations across the campus, benefiting from partnerships with Organizational Studies, the Center for Career Exploration and Development, and Service Learning.

Admissions, Costs and Financial Aid

Admissions

Denison is committed to enrolling students of high intellectual ability who come from diverse backgrounds. The University provides an environment that supports and promotes academic achievement and personal growth. Denison values its faculty, academic programs and its students who have come to learn and contribute.

Secondary School Preparation

Because a Denison academic education is a blend of electives, General Education core courses and departmental requirements, a broad, rigorous secondary school preparation is highly desirable. The University strongly recommends that, by the time you graduate from secondary school, you complete four years of English; three years each of mathematics, science and social studies; and three years of foreign language (at least two of which should be in the same language).

The Admissions Committee takes particular note of Advanced Placement, Honors, International Baccalaureate or enriched courses.

Admission Criteria

The quality of your academic performance, the rigor of courses selected and your grade-point average are the most important factors considered by the Admissions Committee. Submission of the results of the SAT I or the ACT is optional. Students who elect not to submit either an ACT or SAT are strongly encouraged to interview either on campus or with an area alumni representative. SAT II Subject Tests are also not required although you may provide these scores as additional information in support of your application for admission. International applicants must submit the results of the Test of English as a Foreign Language (TOEFL) or the results of the SAT I. Your application essay, as well as written statements from your college advisor and an academic teacher, give us a greater understanding of your personal character and motivation. Important also is the quality, rather than the quantity, of your extracurricular accomplishments, whether school, community, job-related or life experience. An offer of admission is always pending the receipt of the final transcript and its confirmation that the course work has been completed in good standing.

Independent of the admission process and solely for the purpose of the College's research, students who have taken the standardized tests must submit the official results of these tests upon matriculation.

Application Process

All students requesting admissions information will receive the Viewbook. Denison is an exclusive Common Application college. The Common Application (www.commonapp.org) may be submitted any time between September 1 and January 15 of your senior year. Denison University has a three-part application. Completing Form 1 will begin the application process and enable us to start your file. The earlier we prepare your file, the better we get to know you. You may complete Form 1 online at www.denison.edu/admissions/. We then require you to fill out the Common Application and Denison's Supplement. If you apply online at www.commonapp.org, we will waive the $40 application fee.

Early Decision Admission

If, after careful research, you decide that Denison is your first-choice college, you are encouraged to apply by means of one of our Early Decision Plans. Candidates who wish to take advantage of these options must sign and submit the Early Decision Agreement form enclosed with the Common Application.

The deadline for Early Decision I is November 15 and Early Decision II is January 15. Students are notified on a rolling basis once the Admissions Office has received all the required application materials.

Admitted students must accept our offer of admission and pay a non-refundable $300 enrollment deposit within two weeks of admission notification to confirm their places in the entering first-year class. Candidates for financial assistance need not reply to our offer of admission until one week after receiving a financial aid award. Deferred Early Decision candidates will be reconsidered along with the regular applicant group in the spring.

An offer of admission is always pending the receipt of the final transcript and its confirmation that the course work has been completed in good standing.

Guidelines for Regular Admission

Candidates for Regular Admission should apply no later than January 15 and present a consistent record of academic accomplishment. Final notification of our admission decisions for completed applications will be made by mid-March, and admitted students must respond to our offer by May 1. Matriculating first-year and transfer students are required to pay a non-refundable $300 deposit by the date specified in their letters of acceptance.

An offer of admission is always pending the receipt of the final transcript and its confirmation that the course work has been completed in good standing.

Campus Visit and Interview

As you go through your college selection process, you will discover the value of a campus visit and interview. When you visit Denison, plan to spend three hours: approximately 45 minutes for an interview, one hour for a student-conducted campus tour, and another hour to visit a class of your choosing.

The Admissions Office, located in Beth Eden House next to Swasey Chapel, schedules interviews from 8:30 to 11:30 a.m. and 1:30 to 3:30 p.m. on weekdays, and most Saturday mornings from 8:30 to 11:30 a.m., when school is in session.

Because our Admissions staff travels extensively, we annually select and train a small group of outstanding Denison seniors to assist in interviewing candidates. You are likely to meet with one of these Senior Interviewers if you visit campus. Senior Interviewers share with our regular Admissions staff the responsibility for describing the University to you and assessing your candidacy for admission.

You are encouraged to schedule your visit online at http://www.denison.edu/admissions/schedule_a_visit.html. You may also phone the Admissions Office at 1-800-DENISON or 1-740-587-6276.

Overnight Accommodations on Campus

If you would like overnight accommodations with a student host in one of the University residence halls, and are a senior in high school, please call the Admissions Office at least two weeks in advance of your visit. Overnight stays and airport shuttles can be arranged Sunday through Thursday. The Admissions Office also hosts several visit programs each semester.

If you wish to stay with a friend currently at Denison, you are encouraged to make your own arrangements.

Granville's Location

Granville is located 27 miles east of Columbus and is easily accessible from Interstates 70 and 71. Port Columbus International Airport is served by major airlines, and rental cars are available at the airport.

Alumni Interviews

Denison Alumni Recruiting Team (DART) and Denison Overseas Alumni Network (DOAN) members located in many metropolitan areas across the country and overseas can serve as a valuable resource person and can also interview you if you are unable to visit the campus. The report of your interview with a Denison graduate will become a part of your admissions file. For local Denison alumni assistance or to arrange an interview, please email or call the Admissions Office - admissions@denison.edu or 1-800-DENISON. You may also request an alumni interview online through the Admissions website: www.denison.edu/admissions. The deadline for requesting an alumni interview is February 1.

Early Admission Program

Denison welcomes applications from mature, highly qualified students who intend to graduate from secondary school after three years. A campus interview is required for Early Admission candidates.

Deferred First-Year Student Matriculation

You have the option, upon being accepted at Denison, to defer your entrance for up to a year, provided you present an appropriate rationale for doing so and do not enroll as a full-time or degree seeking student at another college or secondary school in the interim.

You must submit by May 1 of the year for which you have been admitted the nonrefundable advance deposit required of enrolling first-year students, together with your written request for deferment of your matriculation. If your request is approved by the Admissions Committee, you must reconfirm your intention to enroll, in writing, by March 1 of the following year. If you fail to matriculate to Denison, your deposit will be forfeited to the University.

Transfer Admission

The transfer application deadline for January admission is December 1, and for August admission June 1. Applications need to be completed and in our hands by the corresponding deadline.

Transfer Coordinator

For further information on Denison's transfer program, please contact Ann Marie McIntyre at mcintyre@denison.edu or 740-587-6489. You may also review the transfer admissions page at http://www.denison.edu/admissions/transfer_students.html.

Admissions Office
Denison University
P.O. Box 740
Granville, Ohio 43023-0740
740-587-6276
1-800-DENISON
admissions@denison.edu
http://www.denison.edu/admissions/

Annual Costs

Actual 2012-2013	
Tuition	$41,380
Activity Fee	$430
Student Health Center Fee	$470
Board (Plan A-Plan B-Plan C)	$4,660-$4,400-$4,140
Room (multiple-single-apartment-suite-Stone Hall apartment/shared bedroom)	$5,700-$6,910-$8,110-$6,910-$7,600

Each student on full tuition pays less than his or her actual educational expenses. Gifts from alumni, parents, and friends supplement endowment and other income to enable the University to meet this difference. Denison's and similar colleges' and universities' ability to mitigate the amount of additional charges while maintaining quality is clearly dependent upon the increasingly generous support of alumni, parents of present students, and other friends.

The University reserves the right to make changes in costs at the beginning of any semester by publication of the new rates for tuition, activity fee and student health fee three months in advance, and for board and room one month in advance of their effective date. Changes in other fees, charges, or policies may be made by announcement one month in advance of the effective date of the change.

Tuition

The annual tuition permits a student to take a maximum of 18 hours each semester. An additional charge of $1,290 is made for each registered hour in excess of 18 hours. All excess-hour charges are billed by Student Accounts. A part-time student (8 hours per semester or fewer) is charged $1,290 for each semester hour of credit.

Activity Fee

The activity fee provides basic support to the Denison Campus Government Association and the organizations they sponsor.

Student Health Center Fee

The student health center fee provides basic support to the Student Health Service. This fee covers general operating expenses. Fees for inpatient care ($120/day), medicine, laboratory tests and procedures, office surgery and medical equipment will be charged to the student.

A group accident and sickness insurance plan is also available to students. Student Accounts mails details of this plan to students in the summer.

Board

Meals are served in the college dining halls throughout the academic year except during vacations. More detailed information on this and the other meal plan options will be sent to students along with their semester bill.

Room Rent

Housing options are: multiple room, single room, apartment, suite or Stone Hall apartment with shared bedroom. In addition, students will be charged for any damage beyond ordinary wear to the room and its contents.

Other Fees

Auditing Classes This privilege may be granted to any student. A regularly enrolled full-time student may be permitted to audit one course each semester without additional fee and without academic credit. In all other cases, an auditor pays a sum equal to one-half the tuition rate paid by a part-time student ($645 per registered hour).

Off-Campus Programs The administrative fee charged to each student participating in an off-campus program is $660 per semester. However, students participating in a full-year program will be charged a reduced fee ($100) for the second semester of the same program. An administrative fee of $230 is charged for summer off campus programs.

Books and Supplies Bookstore purchases may be paid by cash or check, Visa, Mastercard, American Express or Discover Card, or through a University "Denison Dollars" debit account. Book Grant funds (if awarded as part of your financial aid package) can also be used at the bookstore to purchase books and supplies. (Information on the Denison Dollars account will be sent to all students prior to the start of each semester.)

Department of Music Fees Music fees are required of a student taking private lessons in Applied Music. A surcharge of $440 per half-hour (1 credit) or $880 per hour (2 credits) of instruction per semester, including the necessary practice time, is assessed for applied music lessons. All declared Music Majors and Minors will be given 1 waived credit hour for private lesson instruction each semester. At the discretion of the Music Department, Music Majors may have up to 4 credit hours waived and Music Minors may have up to 3 credit hours waived.

Any student paying regular tuition may attend classes (not private lessons) in voice or instrumental music without the extra surcharge.

Special Fees An additional fee is charged for courses such as ceramics, sculpture, printmaking, drawing and life drawing, and photography where the student becomes the owner of tangible items created. Additional course fees also apply to certain courses, including Current Topics in Astronomy, Intermediate Cinema Production, Advanced Cinema Production, Taekwondo, and Skin and Scuba Diving. Also, a fee is charged for Moot Court and Model U.N. participation. This is subject to change from semester to semester.

Some fine arts studio courses and science courses may have additional expenses.

Enrollment Deposit A $300 enrollment deposit is required of all students prior to enrollment at Denison. It is due by May 1 for entering first-year students. This deposit is held during the full term of a student's enrollment. Upon withdrawal or graduation from Denison, the deposit is first applied to any outstanding balance on the student's account, and the remainder is refunded. The deposit is forfeited if a continuing student withdraws after June 1 for the ensuing fall semester or after November 1 for the ensuing spring semester. For any new or transfer student (a student who has not attended Denison during at least one semester), the deposit is forfeited if the student withdraws after May 1.

Payment of Bills All bills are payable in Student Accounts. To help develop a sense of responsibility and a greater appreciation of the educational opportunity, the University has a policy of collecting bills from the student rather than from his or her parents. The student, however, may request that all bills be sent to another party for payment as described later in this section.

Semester Bills and Late Payments Semester bills are due in July for the first semester and in November for the second semester but may be paid in advance. Bills not paid by the due date are subject to a late payment fee of 1 percent per month or any portion thereof on the unpaid balance until the bill is paid in full. Registration for a semester is not permitted unless all fees are paid in accordance with the terms of the payment plan selected (See Payment Plans, below). These bills are mailed early in July and November to the student's billing address.

Advanced Course and Housing Registration The University conducts advanced course registration each semester for the ensuing semester, and housing registration each spring for the following academic year.

All fees must be paid to permit advanced course and housing registration.

Miscellaneous Bills Invoices for miscellaneous items such as lost keys, identification cards, residence hall damages, lock core changes, medications and other health services, and driving and parking infractions, are issued by the department authorizing the bill with a copy mailed to the student at his/her Slayter Box and a copy sent to Student Accounts. All charges (except as noted below) are included on the comprehensive billing statement which is mailed to the permanent billing address. Confidential health center services are added to the account only if not paid within 10 days. Unpaid library fines and other miscellaneous charges are also periodically added to the billing statement.

The University reserves the right to notify parents when scheduled payments are not met by the student. Students may want all bills, both semester and miscellaneous, sent to one particular address. This can be accomplished by notifying Student Accounts, in writing, of the name and address to be used for billing purposes. This notification must be signed by the student. All remittances to Student Accounts sent by campus mail should be addressed to them at Doane Box 12.

A student is ineligible to attend classes unless his or her bills are paid when due. A student is denied an honorable separation, an official record of credits, or a diploma until all University bills are paid in full.

The policy on breakage fees applies to all supplies and equipment issued in any lab course in Chemistry (including directed studies, senior research and individual work for honors) or through the Athletics, Physical Education and Recreation Department. In addition to breakage fees, the Department of Athletics, Physical Education and Recreation also charges for lost equipment if the student is negligent in returning borrowed equipment by the date requested.

Although a record is kept of all breakage, students are not ordinarily charged for breakage amounting to less than $5 per semester. However, when the breakage in any one semester is $5 or more, students will be billed directly by Student Accounts for the total amount of all breakage, including the first $5.

Additionally, students who fail to check out of a laboratory or locker properly (either when dropping a course during a semester or at the regular check-out time at the end of a semester) will be charged a fee of $25, plus the cost of any breakage, regardless of the amount.

Where applicable, refund checks are automatically issued upon withdrawal or graduation. Continuing students may request refunds any time their account has a credit balance of $25 or greater, or at the end of the academic year if the credit balance is less than $25.

The University accepts student checks for payment of bills; however, a $15 charge is assessed on all checks returned by the bank. The University does not provide check cashing privileges for students at Student Accounts. Numerous banking and savings institutions are available in Granville which offer a variety of checking and savings plans. It is recommended that students establish an account with a local financial institution to facilitate their bill paying and cash needs.

Payment Plans Several monthly payment plans and long term loans are available to parents of Denison students. Details of these plans are sent to students each spring for the following year of enrollment.

Late Registration

Students failing to complete all registration matters by the final deadline of the tenth class date of the term and/or failing to respond properly to University officials' notices regarding the problem shall be withdrawn from all preregistered courses. Such withdrawal shall carry with it financial forfeitures in accordance with the refund schedules outlined below. Appeal of this action shall be to the Academic Standing Board and, if upheld, will normally carry a minimum penalty of $50 and other disciplinary sanctions as deemed appropriate.

Refund or Forfeiture of Tuition, Activity Fee, Student Health Fee and Room and Board

Withdrawal from the University at any time is official only upon written notice to the Dean of Students. A request to the Registrar for a transcript of credits shall neither be considered a notice of withdrawal from the University nor a cancellation of a Room and/or Board reservation. For further information, please consult Withdrawal from the College, page 19.

In the event of an official withdrawal after the first day of classes, a student may receive a partial refund. The withdrawal process begins when a student meets with the Dean of Students, or his/her designee, for an exit interview. A student will not be considered withdrawn without an exit interview. Upon official withdrawal or suspension, any adjustments to the account are automatically made in accordance with University policy and a refund check or bill will be sent as needed. Please contact Student Accounts with questions regarding the amount of refund or forfeiture of charges. **NOTE: Taking a Leave of Absence or withdrawing from the University may have serious implications concerning your financial aid and repayment plan. Contact the Financial Aid Office in Beth Eden.

The enrollment deposit will be forfeited if a withdrawal is made after June 1 for the ensuing fall semester or November 1 for the ensuing spring semester for continuing students, or after May 1 for entering first-year or transfer students.

A student will receive a refund of tuition, activity fee and student health fee based upon withdrawal before the end of the respective full week of classes. The room refund will be based upon the date the student (including personal possessions) is determined to have vacated University premises and returned his or her room key. Please see chart below.

	Normal Withdrawal	**Medical Withdrawal**
1st day of classes	100%	100%
1st week	90%	90%
2nd week	90%	90%
3rd week	50%	70%
4th week	50%	60%
5th week	25%	50%
6th week	25%	40%
7th week	25%	30%
8th week	25%	25%
9th week	0%	10%

No refunds are granted after the 8th week (9th week for medical withdrawal). In the event of withdrawal of a student because of dismissal, the medical withdrawal schedule will apply. A student who stops attendance without completing an exit interview or notifying the Dean of Students of their withdrawal is not entitled to a refund of charges.

A pro rata refund of the board charge will be made following official withdrawal or dismissal from Denison as of the date the student vacates University premises and discontinues use of University facilities and services. The Dean of Students will determine this date.

Other Conditions If a student withdraws after the withdrawal deadline and before the first day of classes because of illness or other approved extenuating circumstance, the enrollment deposit may be temporarily held. (Extenuating circumstances must be approved in advance by the Office of Student Affairs or Admissions, whichever is appropriate.) Additionally, the student cannot attend another college and must plan to register for a subsequent semester. If the student does not register during the following two semesters, the deposit is forfeited. The withdrawal deadline is June 1 for the ensuing Fall semester and November 1 for the ensuing Spring semester for continuing students. For entering first-year or entering transfer students, the deadline is May 1.

Fees for applied music lessons, or other course fees are not refunded after the fourth week in the case of a student withdrawing for any reason from a course or from the University.

In the unlikely event that a public health agency requires Denison University to halt operations, to include the cancellation of classes, as the result of a pandemic or some similar occurrence, Denison will reopen and continue the semester as soon as public authorities permit it. Prepaid tuition, fees, room and board would not be refunded under this circumstance. Prepayments will be held and applied to the continued semester as though there were no interruption of services.

Motor Vehicle Policy All students are required to register any vehicle present on the Denison campus. A Denison registration sticker is not only a parking permit, but is required for roadway use of a motor vehicle.

Safety Glasses Requirement In accordance with the provisions of the state law (i.e. amended Sections 3313.643, 3743.52 and 3743.99 of the Revised Code of the State of Ohio file No. 225, effective June 22, 1972):

All students enrolled in specified laboratory and studio courses in Art, Biology, Chemistry, Geosciences, Physical Education, Physics, and Theater and Cinema MUST wear "industrial quality eye protective devices at all times while participating or observing..." any of the laboratory or studio work.

The Ohio law (a copy of which is on file in the departments named above) is written in such a way that "industrial quality eye protective devices" means devices meeting the standards of the American National Standard Practice for Occupational and Educational Eye and Face Protection (Z87.1-1968) approved by the American National Standards Institute Inc., and subsequent revisions thereof, provided such revisions are approved and adopted by the State of Ohio Industrial Commission. In particular, the law specifies that "all impact resistant lenses must be capable of withstanding an impact test in which a five-eighths inch steel ball weighing approximately fifty-six hundredths of an ounce is dropped from a height of fifty inches upon the horizontal upper surface of the lens in the manner prescribed under the code of federal regulations, Title 21, Section 3.84."

Please note that eyeglasses normally supplied by your optician, optometrist, or ophthalmologist may be specified to be "impact resistant" and still not meet the specifications of the Ohio law, as quoted above.

Accordingly, students enrolled in the above departmental courses and who do not ordinarily wear glasses will - without exception - be required to purchase a pair of safety glasses meeting the above specifications. Such glasses will ordinarily be available in the Denison Bookstore, but may be purchased elsewhere. Students who already wear prescription lenses (either contact or otherwise) will also be required to wear safety glasses when in the laboratory, studio or work areas. These may be of a variety which cover their ordinary glasses or they may be a pair prepared according to the student's prescription and meeting the safety standards. The University has arrangements with a local supplier to furnish both kinds at prices which are both fair and competitive.

Financial Aid Information

Denison is strongly committed to enrolling highly-qualified students, regardless of their financial means. Since qualified, committed and involved students are the lifeblood of our university, we regard each one as an invaluable asset to Denison.

This year, Denison students are receiving over $68 million in financial assistance from various sources. More than $46 million is awarded from Denison funds.

If you have any doubts about your family's ability to pay for a Denison education without help, don't hesitate to apply for financial aid. Your request does not affect the decision of the Admissions Committee in any way, and we at the Financial Aid Office welcome the opportunity to help you and your family in planning for college.

Applying for Financial Aid

To apply for need-based aid at Denison University, you must file a Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1 of your senior year. You may file the form online at www.fafsa.ed.gov. You must indicate the Title IV School Code of 003042 on the FAFSA form so that Denison can receive your information from the FAFSA. To apply to your state scholarship program for any awards that may be used at an Ohio institution, you may have to file a separate application form. Consult with your guidance counselor about this matter.

Special application procedures are available for Early Decision admission applicants who need a financial aid decision before April. Information explaining this procedure is available from our Admissions Office and website www.denison.edu/admissions/

The information you submit on the FAFSA will be analyzed by the Federal Processor to determine the contribution you and your family can make toward the cost of a year's education. The family contribution is based on a formula called "Federal Methodology" which assesses such factors as taxable and non-taxable income, family size, asset strength, and number of family members in college.

After the Federal Processor computes your family contribution, it will send this information electronically to Denison and any other colleges you designate within three to five days after you file the FAFSA.

Our Financial Aid counselors will carefully review the information you submitted on the FAFSA. We may request additional information from you directly and if you enroll, we will request a copy of your and your parent(s)' prior year federal tax return.

Your federal need is computed by comparing the total cost of attending Denison for one year (tuition, fees, room and board, books and personal expenses) with the federal contribution calculated from your FAFSA. The difference is your federal financial need.

If you meet our admissions standards, we want you to have a realistic opportunity to enroll here. When we make an offer of financial assistance, we offer funds from federal, state, and institutional sources to help meet your federal need. In cases of very high federal need, Denison University is unable to meet 100% of this need.

Types of Financial Aid

Financial aid awards normally consist of a "package" designed to help meet your financial need. Depending on the amount of your determined need, your package will usually consist of three components - employment on campus, a loan, and grants. Loans and employment are referred to as self-help. You are not obligated to accept the loan or work award. Grants and loans will be deducted on your college bill. Campus employment cannot be deducted in advance because it must be earned.

The exact formula which will be used in putting together your financial aid package is determined by Denison's Student Enrollment and Retention Committee (a group of administrators, faculty members, and students who formulate policies in this area). Packaging procedures are subject to annual review and revision.

Campus Employment

Students who have been offered Federal Work Study as part of their financial aid package receive preference in obtaining jobs on campus. Students who are not eligible to receive Federal Work Study can work on campus and will be paid the same hourly rate as students with a federal work award. Because students are paid by check or direct deposit for the hours worked, the work award is not reflected as a credit on the student's bill. Employment is available in the library, residence halls, computer center, Slayter Union, academic departments, administrative offices, physical plant and the food service operation. All on-campus employment opportunities are posted under Student Employment which can be accessed from Denison's Home Page by clicking on Employment. Students must do their own job search since on-campus employment is not guaranteed. Students are not permitted to work more than 300 hours in an academic year. The maximum work award amount for students is determined by the hourly rate. For the 2012-2013 academic year, the maximum work award is $2,550 based on an hourly rate of $8.50.

Loans

Your financial aid award may contain a Perkins Loan, a Federal Direct Subsidized, or a Federal Direct Unsubsidized Loan. The Perkins and Federal Direct Subsidized loans are similar in that there is no interest or repayment on the principal while the student is in school at least half-time and interest begins to accumulate following graduation or ceasing to be enrolled half-time. The Federal Direct Unsubsidized Loan is available to students who are not eligible or have limited eligibility for the Federal Direct Subsidized Loan. The loan terms are similar to the subsidized loan except that interest is charged while the student is in school for the Federal Direct Unsubsidized Loan. The student may choose to have the interest accrue while enrolled at least half time or pay the interest quarterly. The interest rates and terms of these loans are subject to change by the Congress of the United States.

Grants

Denison awards grants both from our own funds and from outside sources. These grants amount to more than $45 million annually. We participate in the Federal Pell Grant program, the Supplemental Educational Opportunity Grant (SEOG) program and certain other state grant programs.

Renewal of Financial Assistance

Each year, because of changes in income and other family circumstances, we re-evaluate your financial need. You may file the Renewal FAFSA online at www.fafsa.ed.gov. and it should be completed by April 1. Depending on Denison's cost and your family's situation, your need for assistance may vary from year to year.

Academic Scholarships and Other Aid Not Dependent on Need

Denison annually offers a large number of academic scholarships for first-year students, which are based on academic talent and personal merit and do not require a demonstration of financial need. The fixed amount scholarships that approximate full-tuition include the Mary Carr, the Paschal Carter Scholarship, the Wells Scholarship in Science, the Dunbar Scholarship in Humanities for which an interview with a Denison representative on or off campus is required, and the Battelle Memorial Institute Foundation Scholarship. The scholarships which approximate half-tuition awards are the Founders Award, the Bob and Nancy Good Scholarship, the Tyree/Parajon Scholarship, and the Park National Bank Scholarship. There are additional scholarships offered that provide assistance toward the expense of tuition which include the Alumni Awards and the I Know I Can Scholarship, the HIa/Fisher and the Upward Bound.

A limited number of departmental and general scholarships of varying amounts are also available to selected students, based on factors such as outstanding academic achievement and fine arts talent. If you are eligible to be considered for such a scholarship, you will be either considered automatically or invited to apply by the appropriate academic department.

In addition, employment on campus for jobs requiring specific experience of skills is available. Parents may be eligible to obtain a Federal Direct Parent Loan (PLUS) through Denison University.

Endowed Scholarship Funds

The income from endowed scholarships supports the merit awards and need-based institutional aid that is part of the Denison University Financial Aid Program.

Further Information

For more detailed information on methods of financing your Denison education, visit the Office of Financial Aid and Student Employment in Beth Eden House. You may also write or call:

Office of Financial Aid and Student Employment
Denison University
P.O. Box 810
Granville, Ohio 43023-0810
740-587-6279

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Professional jazz musician

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B.A., U. of Missouri, Kansas City; M.A., U. of Kansas; Ph.D., U. of Illinois

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B.S., U. of Dallas; M.A., Ph.D., Rice U.

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B.A., Rice U.; Ph.D., U. of Texas

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B.A., Capital U.; M.B.A., Otterbein College

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B.M.E., B.M.P., Drake U.

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B.F.A., Kansas City Art Institute; M.F.A. candidate, Ohio State U.

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B.A., Denison U.; M.Div., Union Theological Seminary; D.Min., Vanderbilt U.

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Academic Support & Enrichment

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B.S., M.S., U. of Dayton

Administrative Services

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B.A., Michigan State U.

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B.A., Creighton U.; M.S., Emporia State U.

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Admissions

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B.A., Bowling Green State U.; M.Ed., U. of Toledo

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B.A., Ohio Wesleyan U.

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B.A., Capital U.

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B.A., Hartwick College; Ed.M., Harvard U.

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A.B., Mt. Holyoke College

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B.S., Charleston Southern U.

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B.A., Denison U.; M.A., Kent State U.

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Wheeling Jesuit U., Accountancy; M.B.A., Clarion U. of Pennsylvania

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PGA Professional

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B.A., Olivet College

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B.S., Illinois State; M.S., Ohio U.

Zachary Brent (2010-), Assistant Football Coach
B.A., Denison U.

Peter Burling (1990-), Men's and Women's Tennis Coach
U.S.P.T.A. Level 1

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PGA Professional

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B.S., U. of Virginia; M.S.F., U.S. Sports Academy

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B.A., John Carroll U.

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B.S., Rio Grande U.; M.S., Ohio U.

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B.A., Denison U.; M.S., Ohio U.; Ph.D., Ohio State U.

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B.S., Ashland U.

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B.S., Denison U.

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Controller

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Denison Museum

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Institutional Research

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International Student Services

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Investment

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Off-Campus Study

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B.A., Georgetown U.; Ph.D., U. of Minnesota

Library

Mary Prophet (1980-), Interim Director of Libraries
B.S., Alabama College; M.S., Wichita State U.; M.L.S., Kent State U.

Debra Andreadis (2001-), Assistant Director for Education and Research Services
B.S., Ohio State U.; M.S., M.S., U. of Tennessee

Christopher Casey (2011-), Temporary Liaison Librarian
B.A., Heidelberg U.; M.S. Library, Kent State U.

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B.S., M.L.A., Washington U., St. Louis; M.L.S., U. of Illinois

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B.S., Federal U. of Amazonas; M.S., Ph.D., U. of Sao Paulo; M.L.S., Kent State U.

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B.A., Morehead State U.; M.L.S., U. of Kentucky; M.A., Bowling Green State U.

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Multi-Cultural Student Affairs

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President

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B.A., Yale U.; Ph.D., Northwestern U.

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B.S., M.S., Purdue U.; Ph.D., Ohio State U.

Provost

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B.A., Alma College; M.A., Ph.D., U. of Kentucky

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B.A., U. of Florida; M.F.A., Indiana U.

Kimberly A. Coplin (1993-), Associate Provost
B.A., Denison U.; M.A., Johns Hopkins U.; Ph.D., Ohio State U.

Susan Paun de Garcia (1987-), Associate Provost
B.A., M.A., Ph.D., U. of Michigan

Toni C. King (1997-), Associate Provost
B.A., Oklahoma State U.; M.A., Ohio State U.; Ph.D., Case Western U.

Registrar

Yadigar Collins (2008-), Registrar
B.S., Ankara U; M.B.A., Franklin U.

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A.D., The Stenotype Institute

Religious and Spiritual Life

Mark R. Orten (2003-), Director of Religious and Spiritual Life, University Chaplain
B.A., U. of N.C.; Assoc. B.S., Montreat-Anderson Coll.; M.Div., Princeton Theological Seminary

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B.A., College of St. Charles Borromeo; M.Div., Atheneum of Ohio - Mt. St. Mary's of the West

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Residential Education and Housing

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Risk Management and Environmental Health and Safety

Steve Gauger (2010-), Director of Risk Management and Environmental Health and Safety
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Security and Safety

Garret T. Moore (1999-), Director of Security and Safety
B.S., M.P.A., U. of Delaware

Student Conduct and Campus Values

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B.A., College of Wooster; M.Ed., U. of Louisville

Student Development

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B.A., U. of Wisconsin; M.A., Ph.D., Ohio U.

William A. Fox (2007-), Dean of Students/Director of Housing and Residential Life
B.A., James Madison U.; M.A., Ohio State U.

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B.A., Denison U.; M.A., Harvard U.

Vail Series

Lorraine Wales (1975-), Director, Vail Series

Writing Center

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A.B., Davidson College; M.A., U. of Southern California; M.A., Ph.D., Ohio State U.

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B.S., U. of Massachusetts; M.Ed., U. of Houston; Ph.D., Indiana U. of Pennsylvania

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Denison University 2012-2013 Academic Calendar

Fall Semester — 2012

August 23	Thursday	Residence halls open for first-year students, 8:30 a.m.
August 25	Saturday	Residence halls open for upperclass students, 9 a.m.
August 27	Monday	Registration, classes begin, 8:30 a.m.
September 28-30	Friday-Sunday	Big Red Weekend for parents, alumni and friends
October 15-16	Monday-Tuesday	Fall study break
October 17	Wednesday	Midsemester grades due
October 19-20	Friday-Saturday	Fall Trustee meeting
Oct.17-Nov. 13	Wednesday-Tuesday	Advising and registration for spring semester
November 16	Friday	Thanksgiving vacation begins after last class
November 17	Saturday	Residence halls close, 9 a.m.
November 25	Sunday	Residence halls reopen, 9 a.m.
November 26	Monday	Classes resume, 8:30 a.m.
December 11	Tuesday	Classes end, 9 p.m.
December 12	Wednesday	Reading and study day
December 13-15	Thursday-Saturday	Final examinations
December 16	Sunday	Reading and study day
December 17	Monday	Final examinations
December 18	Tuesday	Residence halls close, 9 a.m.

Spring Semester — 2013

January 12	Saturday	Residence halls reopen, 9 a.m.
January 14	Monday	Registration, classes begin, 8:30 a.m.
January 21	Monday	Martin Luther King Jr. Day observed (no classes)
January 25-26	Friday-Saturday	Winter Trustee meeting
March 6	Wednesday	Midsemester grades due
March 8	Friday	Spring break begins after last class
March 9	Saturday	Residence halls close, 9 a.m.
March 17	Sunday	Residence halls reopen, 9 a.m.
March 18	Monday	Classes resume, 8:30 a.m.
March 27-April 16	Wednesday-Tuesday	Advising and registration for fall semester
April 19	Friday	Academic Awards Convocation, 12:30 p.m. (no classes 12:30-1:30 p.m.)
April 19-20	Friday-Saturday	Spring Trustee meeting
April 29	Monday	Classes end, 9 p.m.
April 30	Tuesday	Reading and study day
May 1-3	Wednesday-Friday	Final examinations
May 4-5	Saturday-Sunday	Reading and study days
May 6-7	Monday-Tuesday	Final examinations
May 8	Wednesday	Residence halls close for all undergraduates, 5 p.m.
May 11	Saturday	Baccalaureate Services, 1:30 and 4 p.m.
May 12	Sunday	171st Annual Commencement Exercises, 12:30 p.m.
May 12	Sunday	Residence halls close for all graduates, 7 p.m.

Denison Internship Program — 2013

May 13	Monday	Denison Internship Program begins

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